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LIPPINCOTT'S SCHOOL TEXT SERIES
EDITED BY WILLIAM F. RUSSELL, PH. D.
DEAN, COLLEGE OF EDUCATION, STATE UNIVERSITY OF IOWA

THE CHILD'S OWN ENGLISH BOOK

AN ELEMENTARY ENGLISH GRAMMAR

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THE CHILD'S OWN ENGLISH BOOK

AN ELEMENTARY ENGLISH GRAMMAR

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ILLUSTRATIONS BY
E. H. SUYDAM

BOOK ONE

PHILADELPHIA AND LONDON
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PREFACE

OUR semi-grammarless age—a period of conflicting opinions regarding the teaching of English in lower schools—has resulted in confusion of mind to many pupils, and in discouragement to many upper-class teachers.

Because of the writer's firm conviction that the difficulties with the subject in disrepute are largely owing to wrong methods of presentation, an attempt is now made to approach it from a new angle. Two of the strongest factors in child-growth—love of play and a strong dramatic instinct—are used to assist in bringing life to what has usually seemed a "dead language," or, at best, a cordially disliked subject.

The query of the anti-grammar group is always, "Of what use to a fifth- or sixth-grade child is knowledge of a noun?" The pro-grammar adherents agree that unless such knowledge is made a part of the child's experience in a vital, organic way, it is futile; but they believe that, as preparation for more advanced, critical study in later years, it is as essential to know early the fundamental structure of the English tongue, as it is to know geographical nomenclature, or the simple elements of arithmetic.

The use of games in teaching spelling and correct habits of oral speech has been proved of value; it is the purpose of this book to apply similar methods to

the study of grammar. Many of the lessons in this text-book have been used successfully in the fifth and sixth grades of the Hathaway-Brown School of Cleveland. The lesson on the noun was presented to a fourth-primary class.

The writer has long been aware that word-games have intense interest to children during the age previous to adolescence, when their alert senses and eager curiosity, their active imaginations and retentive memories make acquisition of language a natural process. It is then that the foundations for the later, more formal study of English grammar may be laid, while there are opportunities for the frequent and necessary drills that a crowded curriculum later prohibits.

After adolescence, interest in word-games and drills declines, though it is the period when the greater part of such work is attempted. When the children grow older, more difficult, more complex phases may be presented successfully, though much of what was formerly assigned to grammar-schools is now believed to lie within the provinces of high-schools and colleges.

In the elementary work of the past, stress was first laid upon parsing, and later upon excessive analysis. The subject has usually been approached from an adult's point of view, instead of inductively, synthetically, and from the standpoint of the child's interest and development. Unsatisfactory results are the direct outcome of such unscientific procedure.

This first volume treats only of the parts of speech,

the growth of the simple sentence, punctuation, and common errors in English. No attempt has been made to treat subdivisions of the subject, except where necessary to make clear the function of a part of speech. Grammatical terminology has been greatly simplified. Writers of text-books on grammar are likely to forget that much concrete material must be supplied to immature minds; for abstract grammar presents as serious difficulties to many children as do Greek and Sanskrit to older students.

A second volume is to follow, treated in a method similar to that employed in this first book.

THE AUTHOR.

AUGUST, 1920

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PART ONE

THE NOUN

I

Did you ever think how strange the world would seem if you could not talk, and if no one could talk to you? It is quite possible that you might make many of your wants known by means of gestures, and you might make yourself understood in some measure. You may find that out for yourself, if you will try some day to see how many things you can make a playmate understand by using gestures only.

But think of what you would miss if none of us could talk: the delightful stories that you have been told about children, animals, birds, bees, butterflies, and the wonderland of stars; many pleasant games that you have played, and happy times that you have enjoyed with your family and friends. Do you think of anything else that you would miss?

Did you ever wonder how you learned to talk? Watch any baby whom you know and see what kind of words he uses first. You will probably find that they are the names of the people about him, which he learns by hearing them spoken: mamma, papa, baby, brother, sister, nurse, uncle, aunt, grandfather, grandmother.

Because the baby loves animals, he learns their names, too: dog, cat, horse, pony, cow, sheep, chicken, robin. Do you think of other animals whose names he learns?

Before he is very old, the baby knows the names of the parts of his body: head, eye, nose, mouth, chin, ear; hand, finger, thumb; hair, teeth, nails; back, shoulder, arm; leg, knee, foot, toe.

Baby soon learns the names of the things he eats: milk, egg, soup, b r e a d, butter, potato, a p p l e, orange, ice-cream. He learns the names of the things he uses at his meals, also: table, chair, spoon, mug, cup, saucer, bowl, plate, knife, fork, bib.

He likes his bath and learns to say: tub, water, soap, sponge, wash-cloth, towel; also, shirt, stockings, shoes, rompers, dress, coat, cap, mittens, leggings.

He calls for his toys: rattle, ball, doll, lamb, kitten, Teddy-bear, blocks, picture-book, music-box, wagon, balloon. Do you think of other toys whose names he learns?

As he likes to play out-of-doors, he learns the words yard, park, beach, woods, country, farm; baby-carriage, street-car, automobile, train, engine, boat; sand, shells, pebbles, stones, rocks; grass, flowers, leaves, trees; sun, moon, stars.

When the baby has grown to be as old as you are, he learns that his food, toys, garments, animal friends, the people and things that he sees, are called *objects*. He also learns that the *names* of these objects belong to a great *word-family* called NOUNS.

A NOUN IS THE NAME OF AN OBJECT.

NOUN GAMES

Game 1

Would you like to play a number of noun games? Let us see who will win by naming the greatest number of objects in the school room; in a house; in a barn.

What objects do you find in a garden? an orchard? on a farm? in the woods? at the sea-shore? on city streets?

What is the *name* of every *object* called?

Game 2

Let us see who can write correctly the greatest number of girls' names; of boys' names; the full

names of the children in your class; of grown people whom you know; of noted people about whom you have heard or read. What are the *names* of *people* called? Notice that such names begin with capital letters.

GAME 3

Write lists of the cities, towns, and streets that you know; of the oceans, seas, gulfs, bays, lakes, rivers; of the countries. What are the *names* of *places* called? Notice that they, too, begin with capitals.

What are the inhabitants of England called? of France? of Belgium? of Italy? of Japan? of Canada? of the United States? of other countries that you know? These names that you have been giving also are called nouns and they, too, begin with capitals.

GAME 4

Have you ever played the game "My Ship Has Come In?" Let us play it now. Robert may say, "My ship has come in!" and at the same time he may toss a paper ship to Emily. Emily may ask, "With what is it loaded?" Robert may reply, "Apples," or he may select the name of anything else beginning with the letter "a," such as almonds, apricots, apes, etc.

Emily may toss the ship to Herbert; Herbert, to Mary; Mary, to William; and so on, till each child in the class has thought of the name of some object beginning with "a." Then try "b," "c," "d," and

the other letters of the alphabet. Play the game at home.

Some day you may wish to play it in a more difficult way. You may reply that your ship is loaded with

Apes from Africa
beans from Boston
cocoanuts from Cuba
fruits from Florida, etc.

Game 5

Some objects have more than one name; as, baby, infant; girl, maiden; boy, youth, lad.

Find words that may be used in place of those in the following lists:

woods	basement	jacket
blossom	piazza	gown
brook	cock	bonnet
earth	steed	clothes

Think of other pairs of words. How might a game of partners be played? Invent other games for your class to play.

Game 6

WRITTEN EXERCISES

1. Write a letter to Santa Claus for a little child you know; notice carefully the names of the objects desired for Christmas.

2. Write a letter to a friend about a Christmas that you once enjoyed; name the objects that you found in your stocking or on your Christmas tree.

3. Write a fairy story; underline the nouns used.

4. Write the story of a journey that you once made; underline the names of the places that you saw.

5. Write the description of a boat, an engine, or an aeroplane; name all the parts that you know. To what group of words do all the names in your description belong?

6. Find the nouns in the following sentences about Indians. It will help you to decide what words are nouns if you will ask yourself these questions: Is the word the *name* of *something?* Does it answer the question *"who"* or *"what?"*

Indians lived in America before white men came. They hunted in forests or on the plains.

They made bows and arrows for killing animals and birds.

They caught fish in streams and lakes.
They made fish-hooks out of wood.
They made canoes of bark to use on the water.
They made snow-shoes to use in winter.
The men were called braves.
Each tribe had a chief.
The women tilled the soil.
They made baskets and blankets.
They made bowls of clay.
The mothers carried their little children on their backs.
Indians wore clothes made of skins.
Their shoes were called moccasins.
They liked to wear beads and feathers.
Their money was called "wampum."
They worshipped the "Great Spirit."
They had a beautiful language and told wonderful stories.

7. Find the nouns in the following story:

AN ALASKAN BEAR STORY

In a forest of Alaska, there once lived a mother-bear and her little cub. One day a hunter killed the mother.

He put her body on a rude sledge and brought it into the nearest town, so that he might sell her skin. He brought the little cub, also, and gave him to a good doctor, who called him "Teddy," treated him very kindly, and taught him many tricks.

The little fellow learned very readily.

As Teddy was very young, the wise doctor fed him only milk—condensed milk, for there was not a cow in the town. The doctor would pour water into a half-filled can of condensed milk, stir it with a spoon, and let the cub drink the mixture. This was great sport for the cub.

As Teddy grew older, he would not wait for the water to be put into the can, but would snatch it up in his clumsy paws and greedily lick the sticky stuff from the top and sides. He had to work so hard to get it out that he would rock back and forth on his unsteady hind feet. One day he tipped it over on his little nose. The sticky milk spilled all over his shaggy fur. He immediately began to lick it off, and had no trouble till he tried to reach what was under his chin. It was very amusing to see him turn himself almost inside out in his efforts to lose none of the sweet substance.

One day a party of people from the United States visited the little town where Teddy lived. They brought with them another young bear called "Jiggy," because of his habit of prancing about as though he were dancing a jig. He was much larger than Teddy.

Jiggy was very cross, because he had been teased by the sailors on the ship and had been quite seasick. He had been fed all sorts of indigestible things and was "as cross as a bear."

When Jiggy saw Teddy, he rushed at the little bear with a growl. For a moment Teddy was much frightened; then he made a quick leap toward his enemy, boxed his ears, and ran like lightning toward a flag-pole, which he climbed.

Jiggy growled fiercely and treed Teddy until the little bear thought, "I'm tired of this; I know what I'll do." He came slowly down the pole, cuffed Jiggy before the astonished bear could get his breath, leaped over him, and landed on a fence.

Jiggy sprang at Teddy, but he could not climb the fence, because he was dragging a heavy chain and weight behind him. For half an hour Teddy cuffed and tormented him, till his owner came and took him away. He looked very ugly and unhappy, while Teddy looked so triumphant and cunning that every one felt like giving him a good supper and asking for a bear-hug.

8. Find the nouns in "The Story of Clytie," pages 33 and 34.

9. Take some other book of yours, such as a history, a reader, or a story-book, and find as many nouns as possible. Find other nouns in this book.

II

You have learned that nouns are the names of objects, most of which you can see, hear, smell, taste, or touch; in other words, they are things that can be perceived by your five senses: *sight, hearing, smell, taste,* and *touch.*

There are other things in the world which cannot actually be seen, but which are very real things, nevertheless. You cannot see the *air,* the *wind,* a *gale,* a *hurricane,* a *cyclone,* or a *tornado,* but you can see and feel the *result* of storms.

You cannot see *electricity* itself, but you can see what an electrical current does. Neither can you see the wonderful force, *gravitation,* but you have learned that it prevents the atmosphere and the oceans of the earth from flying into space, and causes objects to fall toward the center of the earth instead of falling off the earth.

You cannot see *time,* but it is what your life is made of. The divisions of time are real things, to be used or wasted; such as, *seconds, minutes* or *moments, hours, days, nights, weeks, months, seasons, years, centuries.*

You cannot see the *thoughts* or *ideas* in people's minds, or the good or bad *feelings* or *emotions* in their hearts. You know that wrong thoughts are very powerful; they may cause men to rob or injure their fellow-men, or to go to war. Good thoughts and emotions make men do noble things for one another and for their country. You cannot see the *love, kindness, patriotism, hatred, jealousy, greed, selfishness,* or other feelings in people's hearts, but many of them are shown in faces, and you can see the results in actions.

Such words as *air, wind, storm; electricity, gravitation; time, day, month, year, century; thought, idea; emotion, love, hatred, selfishness, kindness,* are

NOUNS, because they are all the *names* of *something*.

The following list contains nouns similar to those explained in this lesson. Name other such nouns, if you can.

joy	unselfishness	eagerness
sorrow	untidiness	despair
grief	truth	dread
pain	lie	anger
happiness	falsehood	honesty
unhappiness	pleasure	dishonesty
unkindness	displeasure	honor
friendship	annoyance	dishonor
affection	disgust	treachery
faith	order	cruelty
hope	disorder	loyalty
charity	fear	birth
sincerity	horror	life
insincerity	terror	sleep
obedience	courage	death
disobedience	bravery	habit
attention	surprise	trait
inattention	astonishment	character

Make sentences containing the words in the above lists used as NOUNS.

Find the nouns in the following story:

THE STORY OF PROSERPINA

A long time ago, there lived a beautiful maiden named Proserpina, who was the daughter of Ceres, the goddess of the harvest.

While Ceres was busy in making grain, fruit, and vegetables grow, Proserpina played in her mother's garden, where grew daffodils, violets, primroses, tulips, hyacinths, and many other fragrant blossoms.

One day, while Proserpina was in the garden gathering a wonderful nosegay, she heard a rumbling noise like thunder, which grew louder and louder. Proserpina was somewhat frightened, and she became terrified when she saw that the sky had darkened, and the earth had opened at her feet.

From out the deep chasm, coal-black horses emerged, drawing a chariot in which was seated a gloomy-looking man with jet-black hair and beard, and black eyes that he was trying to shade from the light. He was dressed in a wonderful robe of rich silk, embroidered with marvelous gems. Proserpina knew that he was Pluto, King of the Underworld.

Pluto sprang from the chariot, looked hastily around to see that no one was near; then he snatched Proserpina in his arms, mounted his chariot and drove back to his home in the depths of the earth.

Proserpina screamed pitifully, crying "Mother, save me!" She tried to escape, but Pluto held her fast, and told her that she was to be his little queen, and was to live with him in a beautiful palace in the Underworld. He promised to give her delicious food and elegant gowns; rings, bracelets, necklaces—every kind of jewel imaginable; in fact, she was to have everything that her heart might desire.

Proserpina was not comforted, but begged for her mother, her lovely home and garden, and the blessed

sunshine. She hated her gloomy new home, and wept till she could weep no more. Day after day she ate nothing—not a morsel of the rich, highly-seasoned food Pluto's servants put before her crossed her lips.

Her mother, heart-broken at the loss of her child, took a torch and started out to search for her. She wandered all over the earth, but could find no trace of her beloved daughter.

At last she made a vow that nothing should grow on the face of the earth until she found her child. The earth became parched and barren. Many people fainted away and died for lack of food, as Mother Ceres kept her solemn vow. At last the starving multitude besought Jupiter to help them in their trouble.

Jupiter sent his messenger, Mercury, to tell Pluto that Proserpina must be restored to her mother, or all life on the earth would cease. He bade Mercury bring the maiden with him if she had eaten no food while in the Underworld.

Proserpina, faint with hunger and longing, had begged often for fruit such as grew in her mother's garden. At last Pluto had decided to grant her request and sent a messenger to bring what he could find. But vegetation was dead; he could find only one withered pomegranate to bring back with him.

Proserpina snatched it eagerly and put her teeth into its tough, reddish-brown skin just as Mercury entered her room. When he told her that he had come to take her back to her mother, she cried with joy.

He asked her whether she had eaten a part of the

pomegranate she held in her hand. "I have not swallowed a mouthful," Proserpina replied, "but six seeds remained in my mouth."

"Unfortunate child! Unhappy mother!" said Mercury. "You may remain with your mother only six months of the year. The other half-year you must spend with Pluto." He then led Proserpina to the upper world.

Ceres received her daughter with rapture. Immediately, green grass sprang up all over the earth, flowers blossomed, birds sang, and happiness returned to the hearts of men.

During the six joyful months that Proserpina spent with her mother, the world was beautiful and fruitful—harvest followed the spring-time. When she returned to King Pluto's realm, Ceres once more kept her vow. Vegetation again disappeared from the earth and winter reigned until her beloved Proserpina, or Spring, returned.

PART TWO

THE ADJECTIVE

I

THE little child that you have been watching, gradually makes discoveries about the objects he learned to call by name. He soon begins to say: *red* shoes, *black* cat, *white* horse; *cold* water, *warm* milk, *hot* fire; *sweet* sugar, *sour* orange; *bright* light, *dark* room; *big* "choo-choo," *little* baby; *hard* rock, *soft* kitty, *woolly* lamb; *smooth* glass, *rough* board; *round* ball, *square* box; *pretty* flower, *ugly* toad; *noisy* boy, *quiet* mouse; *good* mamma, *naughty* boy. Without knowing it, he learns to use words to describe objects, and show some *quality* that they possess, such as color, taste, odor, shape, size, brightness, smoothness; that is, words that tell how objects look, or taste, or smell, or feel, or sound.

He very soon learns to *point out* with his little finger the objects that he wishes, and later learns to say *this* apple, *that* orange, *these* cherries, *those* flowers.

He learns, also, to speak of *one* dog; to ask for *two* cookies, *three* plums, *four* candies, etc.; thus he uses words to *count* or *number* objects. Later he learns to say *each* girl, *every* boy, *both* babies, *all* children, a *whole* family; a *few* pennies, *several* dimes, *many*

dollars, *no* money; *any* person, *most* people, the *only* child.

He asks for *more* milk, *some* oatmeal, *much* sugar, using words that express *amount* or *quantity*. Think of other such words.

All words *used with nouns* to *describe* objects, to *point them out*, to *number* them, or to express *quantity* are called ADJECTIVES. The word "adjective" comes from two Latin words—"ad," meaning "to" or "towards," and "jacere," meaning "to throw." Adjectives always are "thrown toward" nouns. Most adjectives answer one of the following questions: "what kind?" "which?" "how many?" "how much?"

ADJECTIVE GAMES

Game 1

Would you like to play some adjective games? Let us play the one called, "I'm Thinking of Something." Describe some object in the schoolroom and see if the class can guess what it is. Describe some object not in the schoolroom, for your classmates to guess. What adjectives did you use? Play this game at home frequently.

Game 2

Describe one of your schoolmates; be very careful to be kind in what you say. What adjectives did you use?

Describe an Indian, a Chinaman, a negro, or an

Eskimo. Let your classmates guess what one of the four you selected. What adjectives would describe the appearance of most Italian and Spanish people? of most Norwegians and Swedes?

Write a description of a dog so accurately that your classmates will be able to tell what kind of dog you describe. Underline the adjectives used.

Write a description of a bear; of a lion; of a robin; of any other animal or bird that you wish to describe. Underline your adjectives.

Write a description of a baby; of a doll. Underline the adjectives used.

Game 3

Have you ever played the game called "My Grandmother's Cat?" Would you like to try it?

Mary may say, "My grandmother's cat is an *Angora* cat." Margaret may say, "My grandmother's cat is an *amusing* cat." Some one else may say, "My grandmother's cat is an *angry* cat," or "an *artful* cat," or use any other adjective beginning with "a," to describe the cat.

When each child in the class has had a turn, begin with "b;" use such words as "beautiful," "black," etc. Then take "c," "d," "e," "f," etc., in the same way. Keep lists of the adjectives used.

Game 4

Play the game "I Adore You." One child may say to a classmate, "I adore you because you are *amiable.*" Another may say, "I adore you because you are *brave.*" A third, "I adore you because you are *charming.*" Continue in this way; use each letter of the alphabet. Keep lists of the adjectives used.

Game 5

Find adjectives with meanings similar to those in the following lists and play another game of partners:

great	active	filthy
small	ungraceful	pretty
brilliant	youthful	mild
fragrant	hideous	idle
foolish	handsome	quiet
sensible	industrious	moist

Give other examples similar to those above.

Game 6

Find adjectives with meanings just the opposite to those in the following lists:

old	clean	long
quiet	light	shallow
busy	sweet	heavy
high	rich	pleasant
ugly	thick	cold
good	fat	gloomy
sick	strong	disagreeable

Give other similar examples. Try to invent other adjective-games.

Game 7

Use adjectives in the blank spaces in the following sentences:

STORY OF CINDERELLA

Once upon a time, there lived a ——— girl named Cinderella.

She had ——— sisters, who made her do the work in the kitchen.

She wore ——— clothes and ——— shoes, and was often so ——— that she had to warm her ——— feet in the ——— cinders.

Her ——— sisters called her "Cinderella."

They always wore ——— clothes.

They were once invited to a ——— ball.

They had ——— dresses to wear.

Cinderella could not go because she had only ——— rags for clothes.

She wept ——— tears.

All at once her ——— Fairy Godmother appeared.

She touched Cinderella's ——— ——— dress.

It became a ——— ——— gown.

Her ——— shoes changed into ——— ——— slippers.

A ——— pumpkin was transformed into a ——— coach.

——— mice became ——— horses to draw the coach.

Cinderella went to the ball and was the ——— maiden there.

The ——— prince fell in love with her.

Her godmother had told her to be home by midnight, so when the ——— clock struck twelve, Cinderella hurried out of the ——— ball-room.

She lost one ——— slipper in her ——— haste.

The ——— prince picked it up.

She was too late, and found that her ——— dress had changed back into ——— rags.

Her ——— coach had turned into a ——— pumpkin.

Her ——— horses had become ——— mice that had scampered away.

The next morning, the prince's messenger appeared with the ——— slipper.

He had been ordered to try it on the feet of ——— ———woman, till he found the ——— maiden whom the prince loved and wanted to marry.

The ——— ——— sisters tried first, though they had very ——— feet.

They could not wear the ——— slipper.

They said, in ——— voices, "Go away immediately!"

The ——— messenger refused to go until he had seen ——— Cinderella.

He tried on the ——— slipper, which exactly fitted her ——— foot.

The Fairy Godmother appeared and again transformed her ——— dress into a ——— gown.

The ——— sisters then recognized the ——— maiden whom they had seen at the ball.

Cinderella married the ——— prince and they lived ——— lives together ever after.

Write a story; omit all adjectives; allow the class to fill out the blank spaces you leave.

GAME 8

Find the adjectives in the following story:

THE STORY OF CLYTIE

Clytie was a lovely nymph who lived in a wonderful palace beneath the great sea. Her beautiful home had blue-green walls; its smooth floor sparkled with g o l d e n sands, and its crystal roof with glistening gems. In its marvelous garden grew rare sea-flowers, soft mosses, delicate sea-weeds, and branching coral.

Clytie had little playmates w i t h whom she s p o r t e d happily. One of her favorite games was to harness a rainbow-hued fish to a pearly shell and drive past her f r o l i c s o m e friends. Clytie was the prettiest nymph of all; she had long, golden hair; bright, blue eyes; round, rosy cheeks; and coral-hued lips. She always wore a pale-green gown, with glints of sunlight hiding in its shimmering folds.

One happy day a great wave lifted her tiny chariot to its foamy crest. As she drove along the surface of the deep, restless sea, she saw a glorious sight. The great sun-god, Apollo, came forth from the golden gates of the East, and guided his mighty steeds and flaming chariot across the blue sky.

Clytie was so charmed with the beautiful sun-god that she allowed her chariot to return to the depths of the sea, while she lingered on the lonely shore. She hoped that Apollo would speak a loving word to her yearning heart, but he saw her not.

Dark night came and she was terrified, but a caressing wind, in a gentle whisper, bade her wait till the early dawn. With wide-open, frightened eyes she waited till rosy-fingered Aurora flung wide the golden gates. Again Apollo came forth; again he heeded her not, except to send a scorching, withering glance down upon her.

She gazed at him with adoring eyes and burning cheeks; at last her slender figure drooped. She discovered that she could not move; her little feet were rooted to the sandy soil; her dainty down of softest moss was changed to one of coarse, green leaves; her drooping body had become a stiff, upright stalk; her fair face had turned to a dull-brown hue, and was surrounded by a halo of yellow leaves, that resembled Apollo's golden crown. She had changed into a tall sunflower.

Since then she has always turned her face toward the shining sun, with a constant love in her faithful heart.

II

Many words generally used as nouns are sometimes used in a different way. In the following sentences, how are the words in italics used? Give reasons for your answers.

Gold is a yellow metal.
The *gold* watch was valuable.

Silver is found in Colorado.
The *silver* spoon was made by an Indian.

That *stone* is very heavy.
The *stone* wall was old and crumbling.

A *brick* is made of clay.
The *brick* house was well built.

Much *silk* is made in Japan, China, and India.
The *silk* thread was unwound from the cocoon.

Velvet is soft and beautiful.
The queen wore a *velvet* gown.

Queen Elizabeth's *hair* was red.
The *hair* mattress was soft.

An onion is a *vegetable.*
Vegetable ivory comes from palm-trees.

The words *gold, silver, stone, brick, silk, velvet, hair,* and *vegetable* are usually NOUNS, but are often used as ADJECTIVES.

Give other examples.

In the following sentences, how is each word in italics used—as a noun or as an adjective?

The *old* man was ill and poor.
We should be very kind to the *old.*

Young people are often thoughtless and unkind.
Animals and birds love their *young.*

The *blind* girl made baskets.

"Help the poor *blind*" to help themselves.

The American flag has *red* stripes, *white* stripes, and *white* stars on a *blue* field.

The *red* stands for bravery; the *white* stands for purity; the *blue* stands for truth.

"Three cheers for the *Red, White,* and *Blue.*"

The words *old, young, blind, red, white,* and *blue* are usually ADJECTIVES, but are sometimes used as NOUNS. Give other similar examples.

GAME 9

Use the following words both as adjectives and as nouns:

lame	English	paper
strong	Scotch	fur
weak	Irish	leather
good	French	cotton
violet	Russian	linen
orange	Italian	satin
pink	American	straw

GAME 10

Divide the class into two groups, a noun-group and an adjective-group. Let a word be chosen by the noun-group that may be used both as an adjective and as a noun. Let the leader choose a pupil in the adjective-group to make a sentence containing that

word used as an adjective. If he answers correctly, he may remain with his own group; if incorrectly, he must join the other group. That side wins which has the largest number of pupils at the end of the game.

Game 11

Reverse the above game; choose adjectives that may be used as nouns. Play the game in the same way that you played Game 10.

III

ARTICLES

If your teacher should say merely the word "dog," your mind would recall one of many kinds of dogs that you have known. In fact, each boy or girl here might think of a different kind of dog—a terrier, a spaniel, a setter, or some other kind. The same would be true if she were to say, "*A* dog is lying on the grass." She would not be *definite* or *clear* as to what kind of dog was there, nor whose dog it was.

If she said to you, "*The* dog is lying on the grass," about whose dog would she be speaking? How many dogs would a friend understand that you owned?

If she said, "This is *an* apple from our tree," would the friend know how many apples hung on the tree? Suppose she said, "This is *the* apple from our tree," how many apples would your friend know had grown that year? Which is more *definite* or clear, "a" and "an," or "the?"

If you say, "Four rivers of North America are the Mississippi, the Missouri, the St. Lawrence, and the Rio Grande," would a person who knew nothing of North America be sure as to how many rivers the continent has? If you say, "*The* four rivers of North America are the Mississippi, the Missouri, the St. Lawrence, and the Rio Grande," how many rivers would one think are in North America? Would that statement be true? You see that you must be very careful how you use the little words "a," "an," and "the." They are used so frequently that they are sometimes classed by themselves and are called ARTICLES. "The" is called the *definite* article, and "a" and "an" are called the *indefinite* articles. Why? Because they are used with nouns, they are sometimes called adjectives.

Game 12

Do you use *a* or *an* with the following words?

aster	ant	afternoon
evergreen	elephant	evening
ivy	iris	inch
onion	oriole	opal
urn	uncle	umbrella

Give other similar examples. With what letters do the above words begin? What are *a, e, i, o, u* called?

In the following lists, use *a* or *an* correctly:

apron	American	Indian
hat	European	Greek
overshoe	Egyptian	Turk
necktie	African	Italian
elastic	Australian	Armenian
desk	Asiatic	Irishman
eraser	Alaskan	Englishman
ruler	Mexican	Scotchman
ink-bottle	Russian	Spaniard

oak	walnut	apple
maple	cedar	peach
elm	pine	apricot
olive	spruce	quince
ash	orange	date
almond	plum	cocoanut
hickory	pear	fig

Give other similar examples.

Game 13

Print a large letter A upon one card, the word AN upon another, and the word THE upon a third. Give the cards to three pupils.

The pupil who holds the card "THE" must give a name to every other pupil in the class, such as *elephant, alligator, eagle, tiger, lion,* etc. He must call out these names, one at a time. As each pupil's new name is called, he must take his place beside "A" or "AN."

Play the game again, but use names of birds, insects, flowers, or anything else that you wish to use.

Game 14

Play the game "I'm Thinking of Something." A pupil may say, "I'm thinking of something that begins with 'A.'" Another pupil may ask, "Are you thinking of an automobile?" If he has not guessed correctly, other pupils may try in turn. The one who guesses correctly may say, "I am thinking of something that begins with 'E.'" The next successful guesser may use "I"; the next, "O"; the next, "U." Any pupil who uses "a" when he should use "an" must drop out of the game.

PART THREE

THE PRONOUN

I

HAVE you ever noticed how frequently a little child uses the word "baby," and how often he repeats other names? He will say, "Baby loves Kitty. Give kitty to baby. That's baby's kitty. Kitty scratched baby. Baby's scratch hurts."

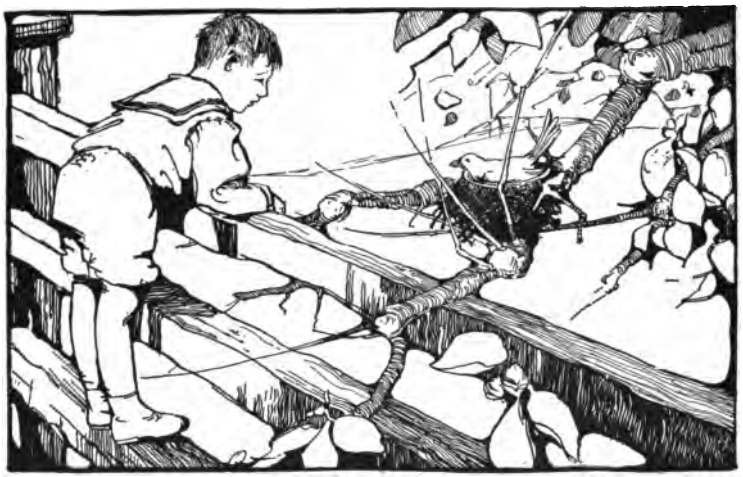
Some day he discovers that he can say the same thing in a different way. How would an older child say the above sentences? Make a list of the words that you have used instead of "kitty" and "baby." Later the child learns that still other words may be used in place of the names of things.

Use other words in the following sentences for the repeated nouns:

Little Tom loved to throw stones.

One day, Tom threw a stone at a mother-robin sitting on the mother-robin's nest in an apple-tree. The stone struck the tree and frightened the mother-robin, so that the mother-robin flew away.

Tom's sister Jean saw Tom throw the stone, so Jean told Tom about robins' nests. Jean said,



"Father and Mother Robin build a cozy house for robin-babies to live in. Mother Robin lays the eggs in the nest.

"The eggs are the robin-babies' cradles. Mother Robin must sit on the eggs to keep the eggs warm. If Mother Robin leaves the eggs for a long time, the baby-robins in the egg-cradles will die. Tom, would Tom like to have some one frighten Tom's mother or harm Tom's baby-sister in baby-sister's cradle?" Tom answered, "Tom is sorry, Jean. Tom will not do that again."

Jean said, "Let Tom and Jean put out crumbs every day for the robins. Father Robin will sing to Tom and Jean. Perhaps the robins will come back to Tom's yard and Jean's yard next year."

When the baby-robins were hatched, Tom often watched the baby-robins eat worms that the baby-robins' parents brought to the baby-robins. Each baby-robin opened the baby-robin's mouth very wide. Later the baby-robins learned to fly, and flew away from the baby-robins' home in the apple-tree.

Keep a list of all the words that you used instead of the repeated nouns. For what noun was each word used? What words referred to persons? what words to things?

II

There are words that you use instead of nouns, when you are asking questions. Find them in the following sentences:

Who is there?	Whom did you ask to go?
Who told you so?	Which is right?
Whose is it?	Which is wrong?
Whose was it?	What have you there?
Whom did you see?	What did you say?

For what words were *who, whose, whom, which,* and *what* used?

III

Who, whose, whom, which, what, and *that* are used instead of nouns in a still different way. In the following sentences, find the nouns to which they refer:

The boy *who* was cruel to animals was punished.

The horses *whose* masters were cruel to them became vicious.

The man *whom* we saw beating his horse was arrested.

The food *which* was unfit to eat was given the prisoners.

We could not believe *what* we heard.

Many French houses *that* were burned will be rebuilt.

Who and *whom* refer to persons, *which* and *what* to things, *whose* and *that* to persons or things.

You have discovered that *I, my, mine, me; we, our, ours, us; you, your, yours; he, his, him; she, her, hers; it, its; they, their, theirs, them; who, whose, whom, which, what,* and *that* are all used in place of nouns. They belong to a word-family called PRONOUNS.

A PRONOUN IS A WORD USED IN PLACE OF A NOUN.

The word "pronoun" means "for a noun." Learn the above list, a few pronouns at a time.

IV

"Friends" or Quakers use *thou, thy, thine, thee,* and *ye* instead of *you, your,* and *yours.* These pronouns are used in poetry, also, as well as in the Bible, and in many old books. This group of pronouns is often called the "ancient form." What does "ancient" mean? This form is also called the poetical form. Why?

What pronouns of the ancient form might you use in the following sentences?

——— art a good child.
Fold ——— hands in prayer.
The book is ———; ——— father gave it to ——.
——— art the king of glory.
Hallowed be ——— name.
——— kingdom come; ——— will be done.
For ——— is the kingdom and the power and the glory.
We praise ———, O Lord.
Praise ——— the Lord.

V

Myself, ourselves, yourself, yourselves, himself, herself, itself, and *themselves* are pronouns. Use them in sentences.

Never say "theirselves" instead of "themselves." There is no such pronoun as "theirselves."

Never say, "Louise and *myself* have a big brother." Say, "Louise and *I* have a big brother." Invent a game; use the above pronouns correctly in the game.

PRONOUN GAMES

Game 1

Use pronouns in the following blanks:

THE STORY OF KING MIDAS

King Midas loved gold so much that ——— asked for the GOLDEN TOUCH. After ——— was

granted to ———, everything that ——— touched turned into gold.

At breakfast ——— could neither eat food nor drink water, for ——— changed into gold before ——— could swallow ———. ——— felt much distressed and cried aloud. ——— little daughter Marygold ran to comfort ———, and ——— put ——— soft arms around ——— neck. ——— was changed into a golden statue.

Midas was horrified, and ——— groaned with anguish. ——— said, "——— hate the Golden Touch. ——— wish ——— taken away from ———." ——— was told to bathe ——— in the river and sprinkle water over everything that ——— had transformed.

Marygold came back to life and cried out, "Don't,

dear father! ——— are wetting ——— pretty new dress!" ——— did not know that ——— had been a little golden statue, and ——— never learned the fact from ——— father. ——— rejoiced over ———, and ever afterward hated the sight of all gold except ——— lovely golden curls. (Adapted from Hawthorne's "Wonder Book," and used with permission of the Houghton Mifflin Co.)

Write a story; leave blanks for pronouns to be put in by the class.

GAME 2

Find the pronouns in the following rhyme:

There was an old woman, as I have heard tell,
Who went to market, her eggs to sell;
She went to market, all on a market day,
And she went to sleep in the king's highway.

There came by a peddler whose name was Stout,
Who cut off her petticoats all round about;
He cut off her petticoats up to her knees,
Which made the old woman to shiver and freeze.

When the old woman at first did awake,
She began to shiver and she began to shake;
She began to wonder, and she began to cry,
"Lawk-a-daisy on me! This cannot be I!"

"If it be I, as I hope it may be,
I have a little dog at home, and he will know me;
If it be I, he will wag his little tail;
If it be not I, he will loudly bark and wail."

Home went the little woman, all in the dark,
Up got the little dog and he began to bark;
He began to bark, and she began to cry,
"Lawk-a-daisy on me! This cannot be I!"

Act out the story of the old woman, the peddler, and the dog.

Game 3

THE OWL AND THE JAYS

One of the children may be a wise old owl that cannot see well in the daytime. A number of boys may be naughty, mischievous bluejays that love to tease poor, half-blind owls. Each boy may choose a girl for

his mate whom he will protect, as jays are kind to their families though not good to their neighbors. Another boy may be a hawk.

The jays may dart up to the owl and annoy him by pecking at him, pulling him about, etc.

The owl may say:

"Who, who, who are you?"

The jays may reply:

"We are beautiful birds of blue!"

(Owl) "Who, who, who strikes my eye?"

(Jays, one at a time) "It is I!" "It is I!" "It is I!" "It is I!" (If a jay says "It is me" instead of "It is I," he must be driven away by the others.)

(Owl) "Who, who, who hurt me?"

(Jays, blaming one another) "It was he!" "It was he!" "It was he!" "It was he!" (If a jay says "It was him" instead of "It was he," he, too, must be driven away.)

(Owl, who has caught one of the female birds) "Did you, did you play tricks on me?"

(Her mate) "It was not she! It was not she!"

(The hawk, swooping down, frightens the jays away.)

(Owl) "Who, who were they? the jays?"

(Hawk) "Yes, it was they; it was only they;
And I have driven them all away."

(Owl goes to sleep in peace and Hawk flies away.)

Invent another game in which you use the sentences, "It is I," "It is he," "It is she," "It is they."

GAME 4

See if you can invent a gift-game in which you will use correctly the following expressions:

It was given to Mary and *me.* (Not *I.*)
It was given to Harry, John, and *me.* (Not *I.*)
Give it to *her* and to *me;* to *him* and to *me.*
Give *me* a flower. (Not *gimme.*)
I *gave* the flowers to her and to him. (Not *give.*)
We children (not *us* children) gave gifts.

Never use the pronoun "them" instead of the adjective "those;" say, "Give *those* flowers to Helen and me." Invent a game using "those" in each sentence.

Never say, "Who did you give it to?" Say, "To whom did you give it?" Do not say, "Who did you see?" Say, "Whom did you see?" Some day you will learn the reasons for such a use of "whom." Your teacher will help you to invent a game in which "who" and "whom" will be used correctly.

Do not say, "*Mother she* saw it," or "A *man he* came to our house and told me the story." Say, "*Mother* saw it," or "*She* saw it;" and, "The man *who* came to our house told me the story."

Play a game in which a child does something and another child tells in two ways what the first child

has done; as, "*Frank* hopped." "*He* hopped." "*Grace* turned round." "*She* turned round."

Play another game in which each pupil tells of something which has been told him; as, "The boy *who* lives near me told me about flying-fish." "The woman *who* lives next door told us about goldfish."

Game 5

Find all the nouns in the following story to which the pronoun "that" refers. How many refer to persons? how many to things?

This is the house that Jack built.

This is the malt that lay in the house that Jack built.

This is the rat that ate the malt that lay in the house that Jack built.

This is the cat that caught the rat that ate the malt that lay in the house that Jack built.

This is the dog that worried the cat that caught the rat that ate the malt that lay in the house that Jack built.

This is the cow with the crumpled horn that tossed the dog that worried the cat that caught the rat that ate the malt that lay in the house that Jack built.

This is the maiden all forlorn that milked the cow with the crumpled horn that tossed the dog that worried the cat that caught the rat that ate the malt that lay in the house that Jack built.

This is the man all tattered and torn that loved the maiden all forlorn that milked the cow with the

crumpled horn that tossed the dog that worried the cat that caught the rat that ate the malt that lay in the house that Jack built.

This is the priest all shaven and shorn that married the man all tattered and torn and the maiden all forlorn that milked the cow with the crumpled horn that tossed the dog that worried the cat that caught the rat that ate the malt that lay in the house that Jack built.

This is the cock that crowed in the morn and wakened the priest all shaven and shorn that married the man all tattered and torn and the maiden all forlorn that milked the cow with the crumpled horn that tossed the dog that worried the cat that caught the rat that ate the malt that lay in the house that Jack built.

GAME 6

Find the pronouns in the following poem:

THE CHILDREN'S HOUR*

Between the dark and the daylight,
  When the night is beginning to lower,
Comes a pause in the day's occupations,
  That is known as the Children's Hour.

I hear in the chamber above me
  The patter of little feet,
The sound of a door that is opened,
  And voices soft and sweet.

From my study I see in the lamplight,
  Descending the broad hall stair,
Grave Alice, and laughing Allegra,
  And Edith with golden hair.

A whisper, and then a silence;
  Yet I know by their merry eyes
They are plotting and planning together
  To take me by surprise.

A sudden rush from the stairway,
  A sudden raid from the hall!
By three doors left unguarded
  They enter my castle wall!

They climb up into my turret
  O'er the arms and back of my chair;
If I try to escape, they surround me;
  They seem to be everywhere.

* Used by permission of the Houghton Mifflin Co., the authorized publishers.

They almost devour me with kisses,
  Their arms about me entwine,
Till I think of the Bishop of Bingen
  In his Mouse-Tower on the Rhine!

Do you think, O blue-eyed banditti,
  Because you have scaled the wall,
Such an old mustache as I am
  Is not a match for you all!

I have you fast in my fortress,
  And will not let you depart,
But put you down into the dungeon
  In the round-tower of my heart.

And there will I keep you forever,
  Yes, forever and a day,
Till the walls shall crumble to ruin,
  And moulder in dust away!

HENRY W. LONGFELLOW.

VI

Sometimes *which, what, whose,* and *that* are used with nouns in the way that adjectives are used; for example,

Which road shall I take?
I do not know *which road* is the right one.
What time is it?
I do not know *what time* it is.
Whose automobile is that?
I know *whose car* was wrecked.
That truck dashed into the tree.

Whenever *which, what, whose,* and *that belong* to NOUNS, they are called ADJECTIVES instead of PRONOUNS.

"Which" is generally used when we speak of two objects, and "what" when we speak of more than two; as, *Which dress* shall I put on, my pink dress or my blue dress? *Which hand* will you choose? *What book* have you? *What children* will invent a game about these words?

PART FOUR

THE VERB

I

What does a very young baby do?

He *eats, sleeps,* and *cries.* He *kicks* his feet and *moves* his hands.

What does he do when he is a little older?

He *smiles, laughs,* and *coos.* He learns to *pat-a-cake,* also.

He *creeps, climbs, walks, runs, falls,* and *talks.* He *plays, rides,* and *drives.* Do you think of anything else that he does?

He soon knows what animals do, and learns to say,

"Dog *barks.* Dog *bites.* Kitty *mews.* Kitty *scratches.* Cow *moos.* Pig *grunts.* Rooster *crows.* Bird *sings.* Bird *flies.*" What other things that animals or birds do will he probably discover?

He knows what people and things do, also. He learns to say, "Mother *sews.* Father *works.* Sister *reads.* Brother *whistles.* Balls *roll.* Balls *bounce.* Dolls *break.* Paper *tears.* Lightning *flashes.* Thunder *booms.* The sun *shines.* The stars *twinkle.*" When he has learned to use words that tell what people or things *do,* or that express *action,* he has

learned to speak in *complete sentences*—to express *complete thoughts.*

What words do you think of that will tell what you like to do? Suppose you begin with the first thing you do in the morning, and name some of the things that you do at home. What do you do in the schoolroom? in the woods? in the country?

Tell what your father does; your mother; a fireman; a farmer; any other people whom you know. Keep lists of all the words used that *express action.* They belong to a large word-family.

WORDS USED TO EXPRESS ACTION ARE CALLED VERBS.

The word "verb" comes from a Latin word, "verbum," which means "the word." The verb is the most important word in most sentences. No sentence is complete without a verb. It sometimes makes a sentence all by itself; as, Go! Stop! Look! Listen! Speak! Hurry! March! Halt! Give other examples of a one-word sentence.

VERB GAMES

Game 1

Pretend that you are Santa Claus, and act out what he is supposed to do. Pretend that you are an Indian; a sailor; a soldier. Have the class guess what you are doing. Keep lists of the *verbs* or *action*-words that are used. Invent other similar games.

Game 2

Choose some occupation and have the class guess

from your acting what one you selected. Keep lists of the *verbs* used.

Game 3

Act out the story of the discovery of America by Columbus; of the landing of the Pilgrims; of the Boston Tea-Party. What *verbs* did you use? Act out other stories from your histories, readers, and story-books. Play this game at home frequently.

Game 4

DUMB CRAMBO

Would you like to play "Dumb Crambo?" Divide the class into two groups, one of which must leave the room. Those who remain may select a word that can be acted, such as "greet." When the second group have returned, the leader of the first may say, "We have chosen a word that rhymes with *neat.*"

The second group must then withdraw to confer about the word chosen. They perhaps decide that the word is "*beat.*" They will then act out that word and the first group must guess what word they are acting. Then the first group say, "No, it is not *beat.*" Perhaps *eat, treat, meet, cheat,* and other words will be acted before *greet* is thought of. When the second group give *greet,* the first group must say, "Yes, it is *greet.*" They may then leave the room, and the second group may select their word.

Game 5

1. Find the verbs in the following sentences:

A great eruption of Vesuvius occurred in 1906.

The eruption began at night with a great explosion.

The explosion blew away part of the mountain.

It threw red-hot rocks into the air.

The earth rocked and trembled.

Lightning flashed and flames roared.

A great crack opened down the side of Vesuvius.

Lava flowed down the mountain slopes.

It buried houses and vineyards.

People hastened to places of safety.

They piled their belongings on the backs of dogs and donkeys.

The animals staggered under their loads.

Some people wept and wrung their hands.

Others knelt and prayed.
Trains carried some of them to Naples.
Others embarked in the Capri boat.
The dust blinded the sailors.
The gases smothered them.
They fell, half sick, on the decks.
Ashes and dust covered everything.
The roof of a building in Naples fell in and killed many people.
At last the eruption ceased.
The mountain grew quieter.
The smoke lessened in volume.
The king came from Rome and helped the people.

2. Find the verbs in the following sentences:

Columbus sailed from Palos, Spain.
His three ships drifted across the Atlantic Ocean.
His timid sailors begged to go home.
They nearly threw Columbus overboard.
One day Columbus saw branches of trees.
They floated on the water.
The men soon sighted land in the distance.
They shouted, "Land, land!"
They anchored the ship and hurried ashore.
They found Indians on the island who treated them kindly.
They took the island in the name of Spain.
They called it San Salvador.

3. Find verbs in your histories, your readers, and your story-books. Keep a list of them in your note-books. Act out stories.

4. Illustrate your note-books with pictures showing action. Draw them yourselves or cut them out of papers and old magazines. Write stories which the magazine pictures suggest; underline the verbs.

5. Write a story of an accident you once saw; of a house on fire; of a trip to the woods; of a fishing-trip or a camping-trip; of some fine moving-pictures you saw. Underline the verbs.

II

THE COPULA

You have learned that verbs are used to express action. You have learned that verbs are used to complete sentences, also. Many other words that do not express action are used frequently to complete sentences.

In the following sentences, notice how the words in italics are used:

I *am* a human being.
You *are* a girl.
He *is* a boy.
The aviator *was* an American.
The men *were* sailors.
I *have been* warmer.
The winter *has been* cold.
The people *had been* uncomfortable.
I *shall be* glad.
You *will be* kind.
A girl *may be* brave.
The example *can be* solved.

People *must be* honest.
The news *might be* true.
The work *could be* done.
It *would be* dangerous.
He *should be* more careful.
It *may have been* beautiful.
You *might have been* late.
The lesson *could have been* learned.
He *would have been* ill.
I *should have been* anxious.

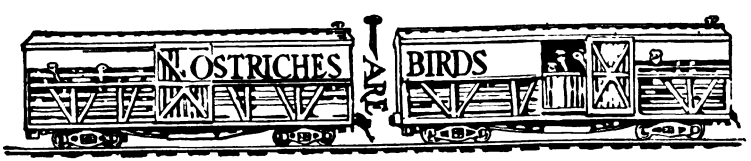
The words in italics are different forms of the verb "to be." They do not express action, but are used to join the name of an object to some other word or words in the sentence that tell something about the object.

They are called verbs, but are also called COPULAS, which word means something that unites or joins. What do "couple" and "coupling-pin" mean?

Game 1

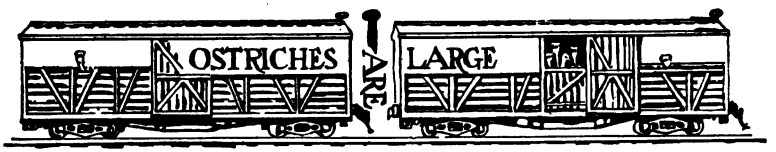
Draw pictures of two freight-cars; put a noun into each car and join the two with a copula. Put the copula where the coupling-pin is on a train.

Ostriches are birds.



Put a noun in the first car and an adjective in the second; unite them with a copula.

Ostriches are large.



Make many other similar diagrams.

GAME 2

Find the copulas in sentences in your school-books and story-books. See who can find the greatest number of sentences containing copulas. What words do the copulas join?

III

The verbs *become, seem, look, appear,* and a number of others, are sometimes used as copulas. Can you substitute any forms of the verb "to be" for them?

Brave soldiers often *become* officers.

The camouflaged cannons *seem* tree-trunks.

The aeroplanes *look* heavy.

The pilots *appear* small.

In the following sentences, are the words "appeared" and "looked" used to express action or are they used as copulas?

A young man *appeared* suddenly at the door.

He *looked* in at the window.

He *appeared* anxious.

He *looked* ill and tired.

Give other sentences containing the words *become, seem, appear,* and *look.* Invent a game in which you use the above words first as copulas and then as verbs expressing action.

IV

You have just learned that the following verbs are used to join other words to nouns or pronouns.

be	shall be	shall have been
am	will be	will have been
are	may be	may have been
is	can be	must have been
was	must be	might have been
were	might be	could have been
have been	could be	would have been
has been	would be	should have been
had been	should be	

They are used, also, with verbs that express action, to show that the action was performed at different times, as in the following sentences:

I *am going* to the woods with you children.
We *are hoping* to have a pleasant time.
Your mother *has been preparing* our luncheon.
We *have been helping* all that we could.
We *shall be starting* in half an hour.
The car *will be driven* to the door in a few minutes.
Our warm wraps *were packed* in the car.

Give other sentences containing the words in the above lists. Many of those words are used, also, with-

out "be," "been," and "have been," as in the following sentences:

John *will go* to the woods.

He *may find* interesting things.

He *has found* a bird's nest.

The mother-bird *had flown* away.

Parent-birds *will leave* their nests if their eggs or young *are disturbed.*

The young birds *would have died,* if the parents *had* not *returned.*

The verbs, *do, does,* and *did* are used, also, with other verbs; as, I *do like* you. She *does tell* the truth. We *did try.*

All of these verbs, when used with other verbs, help form the COMPLETE VERB of the sentence.

Game 3

Choose a pupil to be old Father Time. Choose three other pupils to be his children: Past Time, Present Time, and Future Time. Let Past Time select a verb which expresses action that is past, and choose a child to give a sentence containing that verb. If he can answer correctly, he may stand beside Past Time; if he cannot, he must stand beside Father Time.

Present Time may next select a verb which expresses action that is taking place, and call on a pupil

to give a sentence. He may take his proper place beside Present Time or Father Time, according to his answer.

Future Time may then select a verb which expresses action that will take place, and call on a pupil, who will do as the others did.

Of the three groups, the one that has the greatest number of pupils at the end of the game wins. Every member of Father Time's group must pay a forfeit.

Game 4

Find the verbs in the following sentences:

The Alps Mountains extend through Switzerland.

They separate Switzerland from Italy.

The Matterhorn, one of the grandest and most famous peaks, lies on the Italian border.

Its jagged summit is crowned with snow throughout the year.

It stands out distinctly because of its shape.

For many years men could not reach its summit.

Many tried and failed.

An Englishman, named Edward Whymper, finally succeeded.

He was accompanied by six other men: Lord Francis Douglas, Mr. Hadow, Mr. Hudson, and three guides.

The guides were named Croz, Old Peter, and Young Peter.

They ascended the mountain slowly and carefully.

They found it a steep, difficult climb near the top.

Two hundred feet from the top they discovered an easy ascent over snow.

They shouted with joy at their success.

They wished to raise a flag, but had not brought one.

They planted their tent-pole in the snow.

They fastened Croz's blouse on the pole.

People in the valleys below saw a dark object waving in the breeze.

Whymper's men had heard that a party of Italians were ascending the mountain.

They feared lest the Italians should reach the top first.

While on the summit, they saw their rivals.

They shouted, but received no reply.

They finally rolled down small stones to attract the attention of the climbers.

The Italians saw the party, turned, and fled.

Whymper's men began their descent after an hour's joyous rest.

Croz went first, then Hadow; Hudson, an experienced climber, went third.

Lord Frederick Douglas took the fourth place.

The rugged, strong Old Peter followed him.

Whymper and Young Peter brought up the rear.

The men were all fastened together with ropes.

They wore spiked shoes; each man carried an alpenstock.

Croz cut steps in the ice with his axe.

Only one man moved at a time, in dangerous places.

Mr. Hadow's foot slipped; he fell against Croz, and knocked him over.

Mr. Hudson and Lord Douglas were dragged from their feet.

Old Peter and Whymper braced themselves.

They might have held the others firmly, but the rope broke between Lord Douglas and Peter.

The four men slid on their backs.

They tried to save themselves, but they fell four thousand feet and were killed.

For half an hour, the three remaining men never moved.

Old Peter and Young Peter cried like little children.

They said that if Croz had perished, they could never hope to descend safely.

They refused to move a step.

At last Old Peter summoned up his courage.

Ropes were tied to rocks; a step at a time, the men descended.

Several times Old Peter turned and said, "I cannot go farther!"

But at last the perilous descent was finished.

A wonderful arch called a "Fog-bow" appeared in the sky.

Two crosses formed inside the arch.

The superstitious guides thought that it had something to do with the accident.

Whymper knew that it was caused by the sun and mist.

The bodies of his friends were recovered.

Croz is buried in Zermatt, a lovely little village at the foot of the Matterhorn.

Whymper tells of his adventures in a book that is called "Scrambles Among the Alps."

Act out as much of the above story as is possible. Notice carefully all the verbs in the story.

Pronounce Croz, "Kroats;" Zermatt, "Tsār-mätt;" Whymper, "Whim-per;" Italians, "It-al-yĕns," not "I-tal-yĕns."

Game 5

Find the verbs in the following sentences. Name those that are *simple* verbs; *complete* verbs; *copulas.*

Ellen and Joe are rude, thoughtless children.

They have very loud, unpleasant voices.

They interrupt people who are talking.

They whisper in school, in church, at concerts, and at entertainments, while others are trying to listen.

They put their feet on the backs of people's chairs.

They kick chairs and scrape their feet on the rounds, which is disagreeable to others.

They hum, sing, and whistle when others wish to be quiet.

They chew gum when they are in public places.

When they are in crowds, they push people aside roughly.

They always rush for the best places everywhere.

They sit in their seats when older people are standing.

At the table, they have very rude manners.

They snatch food from each other's plates.

They put their elbows upon the table.

They eat with their knives and drink from their saucers.

They spill food on the table-cloth.

They take very large mouthfuls, and talk when their mouths are full of food.

They tip back in their chairs.

They do not fold their napkins when they leave the table.

They leave their clothes and toys about their home.

Their tired mother must pick up their things every day.

At school, they throw scraps of paper upon the floor.

The busy janitor must sweep up the scraps.

They lose books, pens, papers, and overshoes.

Their tired teacher must look after things that children should take care of themselves.

They scatter papers and peanut-shells upon the floors of street-cars, trains, railroad-stations, and theaters.

Such places are thus made very untidy and unpleasant.

They throw grape-skins and banana-skins upon the sidewalks.

People slip on them and often are injured.

If they break bottles in the street, they do not pick up the pieces.

They leave papers and boxes in parks after they have eaten their luncheons.

They do not care how ugly they make the parks look.

They do so because they have not been taught to be neat, or to be thoughtful of others.

Workmen must gather up the refuse.

The city must pay the workmen.

People might save our cities many dollars every year, if they were only neater and more careful.

Our cities would then be more beautiful.

They would be more healthful, too, if they were cleaner.

The children of America could do much to beautify our land, if all would help.

Will you "do your bit?"

V

You learned in a former lesson that many words are used both as nouns and as adjectives. See if you can tell how the words in italics in the following sentences are used:

The *leaves* on the oak are turning red.
The boy *leaves* the path to go into the woods.

The *water* falls down the cliff.
Water the horse at the spring.

The *waves* sparkle in the sunlight.
The tree *waves* its branches in the wind.

My *watch* keeps correct time.
Cats *watch* for birds.

The *ring* was made of gold.
"*Ring,* grandpa, *ring* for liberty!"

The words *leaves, water, waves, watch,* and *ring* are NOUNS when used as the names of objects, and VERBS when used to express action. Give other examples similar to those above.

How are the words in italics in the following sentences used?

Walk toward the mountain.
The *walk* in the garden was bordered with flowers.

Leaves and nuts *fall* after a frost.
Fall is a beautiful time of the year.

Look at the deer!
The *look* in the deer's eyes made the hunter decide not to kill the poor creature.

Indians *dance* and shout.
The "Snake *Dance*" is a prayer for rain.

The guide *shouts* at his horses.
The lost boy heard the *shouts* of the guide.

The words *walk, fall, look, dance,* and *shouts* are usually VERBS, but may be used as NOUNS. Give other similar examples.

GAME 6

Use the following words as nouns and then as verbs:

paint	heat	blow
paper	bite	hiss
dress	scratch	sting
shoe	play	saw
tie	lie	nail
pin	scream	hammer
light	strike	hoe

Give other similar examples.

GAME 7

Divide the class into noun-groups and verb-groups; then play games similar to those you played with noun-groups and adjective-groups.

PART FIVE

THE ADVERB

I

WE found out in the last lesson that many words show, or express, action. Many other words tell something further about the way action is performed or done.

After a child has learned to run, he runs *fast* to get something he wants very much; he walks *slowly* when he is unwilling to go somewhere. He laughs *loud*. He plays *noisily*. He eats *hungrily*. He devours *greedily*. He sleeps *soundly*. He works *busily*. He draws *skillfully*. He reads *eagerly*. He speaks *distinctly* when called upon to recite his lessons.

His sister sews *neatly*. She cooks *well*. She works *industriously*. She studies *faithfully*. She answers *correctly*. She sits *quietly*. She smiles *pleasantly*. She speaks *kindly*. She plays *happily*. She sings *sweetly*.

The words in italics tell *how* action has been done. Do you think of other words than those given above that tell how something has been done?

In the following sentences, what do the words in italics tell about action?

Go *now.*
Go *then.*
Come *soon.*
Come *often.*
Come *again.*
Start *early.*
Don't stay *late.*
You may go *next.*
Birds eat *frequently.*
Bob has *already* gone.
Work *first,* play *afterward.*

The woman *seldom* spoke.
She *rarely* laughed.
She *occasionally* smiled.
Sarah tells the truth *always.*
David *sometimes* teases Sarah.
He *usually* helps his mother.
He *generally* learns his lessons.
He *never* cheats.
Does he *ever* play unfairly?
Great deeds live *forever.*
Nevermore will the man see France.

Do you think of other words that tell *when* action was performed?

In the following sentences, what do the words in italics tell about action?

Who comes *here?*
Who goes *there?*
Bert climbs *up.*
Baby falls *down.*
Ned walks *far.*
Martha plays *near.*
Run *away.*
Go *somewhere.*

Put it *anywhere.*
I can go *nowhere.*
He traveled *everywhere.*
Stand *back.*
Move *forward.*
Walk *backward.*
Look *upward.*
Look *downward.*

Birds fly *northward* in the spring.
They fly *southward* in the autumn.
The people drove *homeward.*
Crabs walk *sideways.*

The earth moves *eastward.*
The sun appears to move *westward.*
Do you think of other words that tell *where?*

In the following sentences, what do the words in italics tell about action?

Bertha worked *little.* Harry learned *most.*
Her mother worked *much.* George studied *least.*
"Talk *less* and eat *more.*" Mary recited *best.*
Herbert worked *better* than George.
Finish your work *completely.*
I have *nearly* finished.
You have *almost* finished.
She has *entirely* finished.
"He *most* lives, who thinks *most,* feels *noblest,* acts the *best.*"

Do you think of other words that tell *how much* or *how little* action there has been?

All the words that belong to verbs and tell *how, when,* or *where* an action has been performed, or express *how much* or *how little* action has taken place, are called ADVERBS. The word "adverb" comes from two Latin words, "verbum," meaning "the word," and "ad," meaning "to" or "towards." Abverbs belong to verbs just as adjectives belong to nouns. Instead of saying "belong to," you may use the word "modify," which means "change." How do adjectives and adverbs change the meaning of the words to which they belong?

ADVERB GAMES

Game 1

Select adverbs expressing *how* action is performed that may be used with the following lists of verbs; then act out the meaning of the words that you have selected. Have the class tell how you performed the action.

speak	run	hide
whisper	sit	read
sing	jump	write
shout	fall	spell
move	creep	listen
walk	climb	think

Give other similar examples.

Game 2

Turn to your lists of verbs and see who can use with them the greatest number of adverbs that tell *how* action was performed. Then use with the same verbs as many adverbs as possible which tell *when, where, how much,* or *how little.*

Game 3

How would you make *adverbs* of *manner* (those that tell *"how"*) out of the following adjectives?

sweet	truthful	loving
quiet	faithful	sincere
queer	bright	true
clear	dark	safe

pure	weak	disagreeable
wrong	strong	happy
neat	sure	pretty
faint	real	noisy
loud	fierce	busy
soft	exact	hungry
beautiful	precise	dainty
graceful	tender	greedy

Give other examples. See who can use correctly the greatest number of words similar to those in the above lists.

Game 4

"Madame How and Lady When"

Select a girl to be "Madame How" and another to be "Lady When." Choose a boy to be "Master Where" and another to be "Lord of High Degree."

Let those chosen take turns in selecting a verb, and in choosing a child to name an adverb to express what his or her name suggests. If Madame How says, "Growl!" the child whom she selects must say "Growl *fiercely,*" or *"loudly,"* or use some other adverb which will tell the *manner* in which growling may be done.

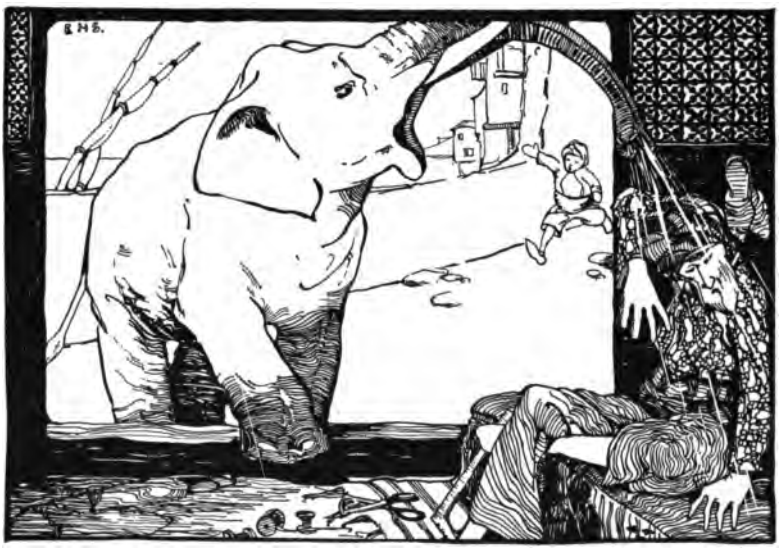
If Lady When says, "Start!" an adverb of *time* must be given; if Master Where says, "Look!" an adverb of *place* is needed. If Lord of High Degree says, "Drink!" an adverb telling *how much* or *how little* should be used.

Play this game at home frequently.

Game 5

Act out the following story:

A tailor sewed busily by the window of his shop.
An elephant drew near.
He thrust his trunk quietly into the open window.



He looked curiously at the tailor.
He felt about with his trunk.
The tailor slyly pricked the trunk with his needle.
The elephant snorted loudly.
He turned quickly and went away.
The tailor soon forgot his unkind act and worked industriously.
Later the elephant returned.
He had entirely filled his trunk with muddy water.

He suddenly squirted the water over the tailor and his work.

He completely ruined the garment.

The tailor then learned that unkindness to animals never pays.

Find the *verbs* in the above story and also the *adverbs*. What do the adverbs tell about the action?

Make up other stories for the class to act. Act out some of the stories from your histories; keep lists of the verbs and adverbs that you use.

Game 6

Find the *adverbs* in the following true story:

THE LIONESS AND THE DONKEY

In a zoölogical garden there once lived a fierce lioness.

She paced restlessly back and forth in her cage.

She frequently flung herself against the bars.

She growled fiercely at people who came to look at her.

She always sprang swiftly at the keeper when he brought her food.

One day she jumped at him ferociously and knocked him down.

She easily escaped before he could rise.

She sped quickly through the garden.

She frightened people and animals terribly.

In terror, they immediately tried to hide.

She bit and scratched right and left.

Keepers ran hastily for their guns.

She dashed away out of their reach.

In one of the paths, she soon met a donkey.

The donkey looked inquiringly at her for a moment.

The lioness sprang suddenly at him.

He instantly turned around and kicked violently.

The lioness then leaped upon his back.

She dug her claws deep into his haunches.

As she clung tightly to him, he kicked her again and again.

He injured her severely; with a howl of rage she dropped suddenly to the ground.

A keeper then approached cautiously, and easily killed her.

The poor little donkey was badly hurt.

A doctor dressed his wounds carefully, but he soon died.

He surely helped to save many lives.

Do not say "zoo-logical;" say "zo-ō-logical," or "zoo," for short.

II

You have learned that the adverbs *less, least, more, most, entirely, completely,* and some others modify verbs, and tell *how much* or *how little* action is performed. They are used in still different ways.

You sometimes wish to say that an object has a quality to a greater or lesser degree than another object; for example,

Roses are *more beautiful* than dandelions.

Clovers are *less fragrant* than lilies.

It was the *most glorious* view that they had ever seen.

The deserts were *entirely barren.*

On deserts, there are *very hot* days.

On deserts, there are *extremely cold* nights.

Arizona and New Mexico are *exceedingly dry* states.

California is a *much warmer* country than Alaska.

Some parts of Alaska have *quite mild* summers.

Some grains will grow in Alaska, but it is *too cold* there for corn.

Grass grows *very high* there, because Alaska is *so rainy.*

To what words in the above sentences do *more, less, most, entirely, very, extremely, exceedingly, much, quite, too,* and *so* belong? To what word-family do *beautiful, fragrant, glorious, barren, hot, cold, dry, warmer, mild, high,* and *rainy* belong?

We find that SOME ADVERBS MODIFY ADJECTIVES.

III

In the following sentences, what words are modified by the adverbs in italics?

George wished *very* earnestly to be an aviator.

He tried *much* harder to succeed than the other boys.

He learned *more* rapidly than the others.

During his first flight, he behaved the *most* bravely of them all.

The airship flew *less* easily when the wind blew.

The wind blew *too* fiercely for the aviators to start.

The storm raged *so* furiously that it would have been dangerous to go.

They could not tell *how* soon they might go.

To what word-family do *earnestly, harder, rapidly, bravely, easily, fiercely, furiously,* and *soon* belong?

We find that SOME ADVERBS MODIFY OTHER ADVERBS.

ADVERBS ARE WORDS USED TO MODIFY VERBS, ADJECTIVES, AND OTHER ADVERBS.

GAME 7

Find the *adverbs* in the following sentences, and find, also, the *verbs, adjectives,* or other *adverbs* that they modify:

It was a bitterly cold evening in February.

The snow had fallen fast all day.

The wind had howled very mournfully.

It had blown the snow into drifts enormously high.

Jack and Hilda went willingly to the post-office for their mother, to mail an exceedingly important letter.

They went across the river on a very small bridge near the post-office, instead of going over the large bridge.

The river was entirely frozen over.

The snow completely covered the bridge and the river-bed.

They stepped off the bridge into a snow-drift nearly six feet deep.

They floundered about until they were quite exhausted.

Jack suddenly broke through the ice.

Hilda screamed loudly, "Help! Help!"

Some men finally heard her, and ran quickly to their aid.

Jack was badly chilled and much frightened, but he soon recovered.

IV

You have learned that some words may be used both as nouns and as adjectives, and that others may be used both as nouns and as verbs. Still others may be used both as adjectives and as adverbs.

If you say, "The elephant is a *large* animal," to what word-family does "large" belong? Why? If you say, "Write *large,*" how have you used "large?" Why?

Tell how the words in italics in the following sentences are used:

The French had *little* food during the war.

The English children complained *little,* but they, too, were often hungry.

European children had *less* food than they needed.

America suffered *less* than the other Allies.

Marie was a *better* student than Pierre.

Pierre could have studied *better* if he had not been so hungry.

More things are wasted in America than in Europe.

English children walk *more* than American children.

Most children like pictures and stories.

The pictures of Alaska were the *most* beautiful of all.

The photographer took them *most* carefully.

He is the *very* boy whom I wish to do the errand.

He is *very* honest and faithful.

He will do the errand *very* quickly.

The words *large, little, less, better, more, most,* and *very* are ADJECTIVES when used with nouns, and ADVERBS when used with verbs, adjectives, or other adverbs.

In the following sentences how are *to-day, to-morrow, to-night,* and *yesterday* used?

To-day is Tuesday.

He went to-day.

To-morrow will be Wednesday.

He will go to-morrow.

To-night is stormy.

He will play to-night.

Yesterday was pleasant.

He played yesterday.

Game 8

Use the following words as adjectives and then as adverbs:

long	early	loud
high	late	hard
well	fast	straight
still	best	much
first	back	most
last	forward	least

Give other similar examples. Are any of the words in the above list ever used as nouns?

Game 9

Play a game similar to the one which you played with noun-groups, adjective-groups, and verb-groups. Invent other games in which adjectives and adverbs are used.

Game 10

The word *two* is usually an adjective, though it is sometimes used as a noun; as, *Two* children came. *Two* are here.

The word *too* is an adverb; as, The game was *too* short. The story was *too* long. The girl was *too* ill to go.

The adverbs *how, when, where,* and *why* frequently are used in questions; as *How* do you do? *How* much does that cost? *When* did you come? *Where* did you find it? *Why* must I do it?

The adverbs *not, ever,* and *never* are generally used between two parts of a complete verb; as,

I did *not* see John.
He has *not* been at home all day.
He will *not* go to the picnic this afternoon.
Did you *ever* watch bees carefully?
They had *never* seen bees swarm.
The children had *never* been to the country.

Think of other sentences in which the above-named adverbs are used between parts of a complete verb.

V

Many people use adjectives where they should use adverbs.

They say:	They should say:
He does it *good.*	He does it *well.*
She looks *good.*	She looks *well* (meaning not sick).
I feel pretty *good.*	I feel pretty *well.*
I slept *good.*	I slept *well.*
It *sure* is beautiful.	It *surely* is beautiful.
Will you do it? I *sure* will.	I *surely* will.
That is *real* pretty.	That is *very* pretty.
She spoke *lovely.*	She spoke *beautifully.*
He did it *quick.*	He did it *quickly.*

The words in italics in the first column usually are adjectives; those in the second usually are adverbs.

GAME 11

Divide the class into groups, each group having a leader. Let every group watch for mistakes like those above, and report after a week the number of errors corrected, and the number of pupils who have not made the mistakes.

PART SIX

THE PREPOSITION

I

HERE is a picture of a boy. He is related in some way to every one whom he knows. He is his parents' son, his grandparents' grandson, and is perhaps a brother of another child, or a nephew of some grown person. He himself may some day be an uncle, a brother-in-law, a husband, a father, or a grandfather.

He is a schoolmate, a classmate, a playmate, a friend, or an acquaintance of every boy and girl whom he knows. He is a stranger to every one whom he does not know.

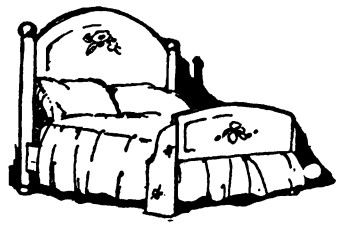
When he grows older, he will be an employee of any man who gives him work to do; he may some day be an employer himself. Do you think of any other relation which he might have to people?

He has a relation to things, also. He may be the driver of a wagon, the engineer of a locomotive, or the conductor of a street-car. Do you think of any other relations that he may have?

Things, also, have a relation to other things; such as, paint on a house, paper on a wall, bark on a tree, food in a pantry.

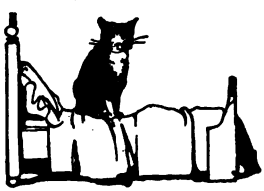
Give other examples.

This is a picture
of a kitten.



This is a picture
of a bed.

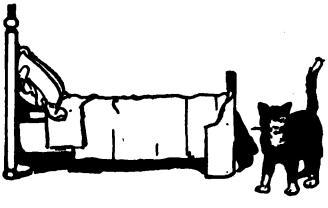
There are ways in which you may place them to bring them into relation with each other.



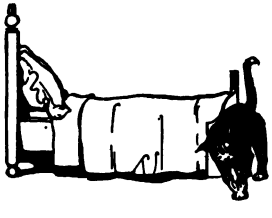
Where is the kitten now?
The kitten is *on* the bed.
The kitten sits *upon* the bed.

Where is it now?
The kitten is *in* the bed.
The kitten is *inside* the bed.

Where is it now?
The kitten is *under* the bed.
The kitten is *beneath* the bed.

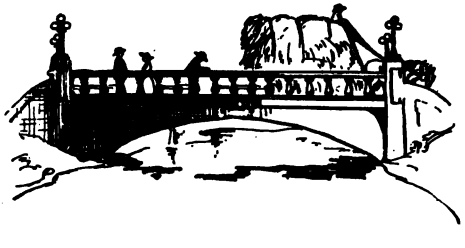


Where is it now?
The kitten is *near* the bed.
The kitten is *beside* the bed.



Where is it now?
The kitten rubs *against* the bed.

This is a picture of a girl.



This is a picture of a bridge.

Exercise 1.—See how many of the following words you can use to put the girl into different relations with the bridge:

over	from	under
across	of	beside
on	off	about
to	upon	from
at	towards	against
by	beyond	below

1. The girl stood ——— the bridge.
2. The girl leaned ——— the bridge.
3. She walked ——— the bridge.
4. She rowed ——— the bridge.
5. She went ——— the bridge.
6. She looked ——— the bridge.
7. She ran ——— the bridge.
8. She fell ——— the bridge.
9. She slipped ——— the bridge.
10. She talked ——— the bridge.

You see that the word *relation* may be used in different ways. In our English lessons, it means a kind of connection between words. These words that bring nouns into relation with other words are called PREPOSITIONS, from two Latin words which mean "to place before." Every preposition is placed before a noun or a pronoun, called the *object* of the preposition. The preposition joins its object to some other word in the sentence, relating them to each other. A preposition and its object together are called a *prepositional phrase.* The object is either a *noun* or a *pronoun.*

Exercise 2.—Put the following prepositional phrases into sentences:

aboard the ship
about the house
above the clouds
across the room
after the ball
amid the dangers
amidst the flowers
among the children
amongst the trees
around the world

against the wall
along the road

at the picnic

before the mirror
behind the house
below the shelf
beneath the roof
beside the brook

besides me
between the posts
beyond the gate
but the man
by the lake

down the stairs

during the storm

except Margaret

for a child

from a store

in a trunk
into the room

inside the box

like a bear

of candy
off the sled

on the ice
over the snow

past the window

round the field

since the accident

till night
until morning
*through** the woods
throughout the storm

to the brook.
toward the house
towards the Hudson

under the bed
up the ladder

upon the wall

with a knife
within a chest

without a penny

* The simplified spelling of *through* is *thru*.

In the above lists, the words that are in italics are *prepositions.*

Exercise 3.—Learn the prepositions, a few at a time. They will help you to find prepositional phrases in sentences.

Exercise 4.—The following words and groups of words are used as prepositions, but less commonly than those named before:

The carpenter worked *according to* directions.

He was positive *as to* the truth of the story.

His raiment was divided *betwixt* them.

Many pleasant stories are told *concerning* Whittier.

Notwithstanding the cold, they went to school.

The Gauls came *out of* the North, and conquered Rome.

The rude girl whispered *throughout* the concert.

They lifted their hearts *unto* God in prayer.

None was rescued, *save* one sailor.

(How is *save* used in "Save the boy! He has fallen overboard!")

Exercise 5.—You must be very careful of the way in which you use *like, without, past, in, into, up,* and *upon.*

Like frequently is used as a verb; as, "I *like* to skate." "I *like* grapes." It must never be used instead of *as.* Do not say, "He writes *like* I do." Say, "He writes *as* I do," or "He writes *like* me." In the last sentence "like" is a preposition and "me" is its object. Invent a game in which you use "like" and "as."

Do not use *without* instead of *unless*. Do not say, "I cannot go *without* my mother allows me." Say, "I cannot go *unless* my mother allows me." *Without* is a preposition or an adverb; when it is used as a preposition, it must have an object.

Examples:

I went *without* my *supper.*

He stood *without.*

Invent a game in which you use "without" and "unless."

Past is sometimes a noun; as, "History is the interesting study of the *past.*"

Passed is a verb; as, "She *passed* the candy." "The automobile *passed* the door."

Past is used as a preposition when followed by an object; as, "He walked *past* the *gate.*" "The bird flew *past* the *lighthouse.*"

Invent a game in which you act out the meaning of "past" and "passed."

In should not be used for *into*. You live *in* a house. You study *in* a schoolroom. You keep your belongings *in* closets, *in* drawers, and *in* desks.

If you are *outside* your house or school, you may go *into* it. You put your knife *into* your pocket, your food *into* your mouth, your papers *into* your desk; after they are put *into* those places, they stay *in* them. Do you understand? You may fall *into* a well. If you fell *in* a well, you would fall down after you had been in the well. Invent a game in which "in" and "into" are used.

Up means from a lower place to a higher. You walk *up* a hill; you row *up* a river. *Upon* is used as you would use *on*. A house stands *upon* a hill; a book lies *upon* a table.

Game 1

Play a preposition game. Let the class divide itself into two groups; one, a noun-group, and the other, a preposition-group. Let the groups be brought into relation in various ways.

Game 2

Place prepositions in the following blanks. Be careful how you use "in" and "into."

THE STORY OF THE LITTLE RED HEN

A little red hen lived ——— her house ——— the woods.

A fox and his mother lived ——— a cave ——— the other side ——— the forest.

The foxes wanted the little red hen ——— their dinner.

Mr. Fox went ——— her house.

He hid ——— a tree.

The little red hen came ——— ——— her door.

She gathered sticks ——— her fire.

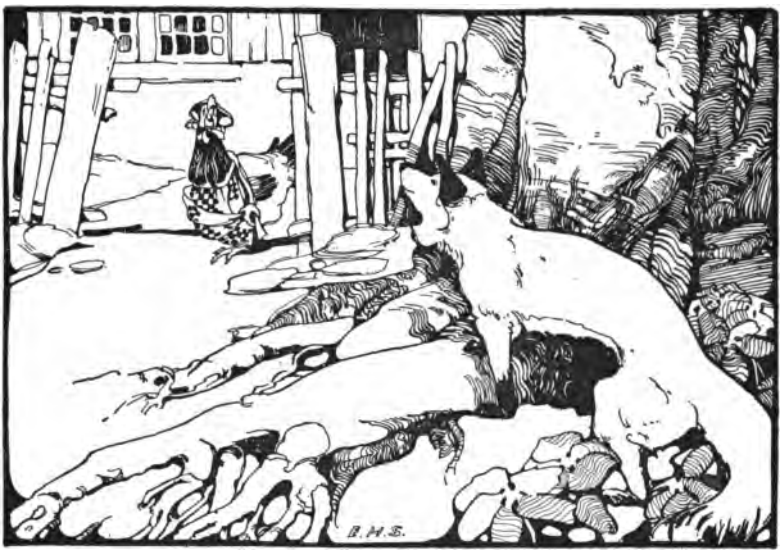
She carried them ——— her apron.

The fox slipped ——— the house.

He hid ——— the door.

He spread his tail ——— the floor.

The little red hen was afraid ——— the fox.



She flew ——— a perch ——— the top ——— the room.

The fox whirled ——— a circle.

The little red hen grew dizzy and dropped ——— her perch ——— the floor.

The fox put her ——— his bag and hastened ——— his home.

He grew tired, so he lay ——— the ground ——— a rest.

The little red hen cut a hole ——— the bag and hopped ——— ——— it.

She popped a stone ——— the bag, and ran home.

The fox carried the bag ——— the stone ——— it ——— his mother.

They held the bag ——— the pot, and the big stone fell ——— the water.

The boiling water splashed ——— them, and they were scalded ——— death.

The little red hen lived ——— her house ——— fear ——— that time.

Game 3

Find the *prepositional phrases* in the following story:

THE THREE GOLDEN APPLES

Once upon a time, a king sent Hercules for three golden apples that grew in the Garden of the Hesperides. Hercules traveled through northern Africa across the desert.

He arrived at the shore of the sea, where he saw a strange object that looked like a tuft of old seaweed. He knew that it was the "Old Man of the Sea," who had a strange power. He could change into various shapes.

Hercules seized the "Old Man," who turned into a lion, and then changed into a frightful monster. He soon took the form of a serpent, and later went through other transformations. But Hercules was so rough with him that he finally changed back into his own shape, and showed Hercules the way to the Garden of the Hesperides.

Hercules journeyed onward, and saw the great giant Atlas towering against the sky. Hercules discovered that Atlas held the sky upon his shoulders, and that, at times, his head was lost in the clouds.

Atlas said that he would go to the Garden for the apples, if Hercules would hold the sky for him. Hercules stood upon the loftiest mountain, and took the sky from the shoulders of the giant.

Atlas waded into the ocean. Its waters came to his waist. Then he was lost to view. He arrived at the Garden, gathered a branch of golden apples, and bore them in his enormous hands back to Hercules. He said, "I can carry them to the king in less time than you would take."

Hercules saw that he might have the burden of the sky forever, so he answered, "The sky presses heavily upon me. Please hold it for a moment, while I place the lion's skin upon my shoulders." Atlas dropped the apples and held the sky for Hercules, who seized the apples and fled to the King's city.

Poor Atlas roared with rage, and wept with disappointment. Lightning flashed from his eyes. He stormed with anger and frightened the people on the earth.

Ages afterward, Perseus showed the head of Medusa to Atlas. He gazed at the Gorgon's Head, and was changed into stone.

To-day you will find the Atlas Mountains in Africa.

II

How are the words in italics in the following sentences used? Give reasons for your answers.

The sailors leaped *aboard* the *ship.*
"Come *aboard!*" shouted the commander.

They moved *about* the *decks.*
"Turn *about,* and go in the opposite direction."

The air-ship flew *above* the *clouds.*
"Stay *above!* don't go *below!*"
The submarine sank *below* the *surface* of the sea.

Our sailors went *across* the *sea* to help the Allies.
"Step *across* quickly!"

The soldiers marched *along* the *road.*
"Come *along!* hurry!"

The men walked *round* the *field* cautiously.
They glanced *round* in search of enemies.

Before the *war,* we had few soldiers.
The men had never faced guns *before.*

The Americans hid *behind* the *rocks.*
The wounded man lagged *behind.*

The French stood *by* the *river.*
The brave men marched *by.*

They looked *down* the *stream.*
They dropped *down* quickly when they heard a noise.

The soldier was left alone *in* the *trench.*
"Come *in!* Come *in!*" cried the kind woman.

The nurse took the bandage *off* the *arm.*
"Get *off!*" shouted the man.

His helmet was *on* his head.
"Pass *on!* Move *on!*"

We have friends *over* the *seas.*
"Come *over* and help us!"

The ammunition was sent *up* the river.
The soldier stood *up* and was shot instantly.

Many words may be used both as *prepositions* and as *adverbs.* They are used as *prepositions* when they have OBJECTS following them; they are used as *adverbs,* when they belong to VERBS. Think of other similar examples. Invent a game to play.

The word "to" is a preposition when used with a noun or pronoun as its object; as, "We go *to school.*" "Give it *to me.*" Give other similar examples.

"To" when used with a verb is called a part of the verb; as, *to run, to walk, to leap, to dance, to shout.* Give many other similar examples.

"Two" is usually an adjective; as, "*Two* dogs are barking." It is sometimes used as a noun; as, "*Two* will come." "March in *twos.*"

"Too" is an adverb; as, "It is *too* bad." "He eats *too* fast."

Invent a game in which you use "to," "two," and "too." Notice that the short word "to" is the one that is always spoken most rapidly; as, *to eat, to sleep, to school, to town.* The adverb "too" is spoken more slowly; as, "It is *too* cold."

Use "to," "too," or "two" in the following sentences in place of the blanks:

The ——— boys were ——— late ——— go ——— the train.

The ——— melons were ——— green ——— be taken ——— market.

Write many similar sentences, until you make no mistakes in the use of "to," "too," and "two."

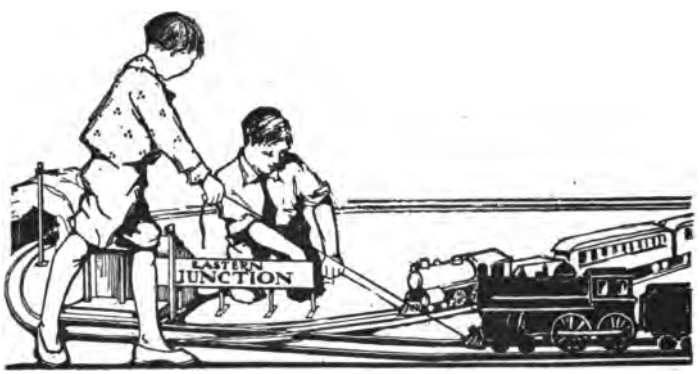
Do not pronounce "to" as "tuh." Say, "I like *to* play"; not, "I like tuh play."

PART SEVEN

THE CONJUNCTION

I

You have been on a trolley trip or a railroad journey where you have seen tracks join or cross each other. You may have had to get off your train and wait for another at such a place called a junction.



Name a junction that you know. What railroads connect there?

Many things besides tracks may join. Your teacher may say, "Henry, join these two pieces of string. Mary, join these two pieces of ribbon. William, draw two lines on the blackboard and then make them unite or join." "Anna and George, join hands. Julia, join hands with Anna and George. Five other

children may join hands with Anna, George, and Julia."

How would you tell some one of the way in which you have made your circle? What word is used to connect the names of the children? Is the word "and" ever omitted where it might have been used? When is it omitted? Why?

Join the following words in groups of twos:

dogs	wagon	women
girls	cap	boys
men	passenger-car	cats
shoes	paper	stockings
freight-car	horse	fork
knife	coat	pencil

What word have you used to join the names of two objects? Have you joined similar objects, or those that are very unlike each other? Some objects, though very different, are used together.

Suppose that your teacher chooses two of you children to draw a picture of a boat on the blackboard. How will she give the permission? She may say, "Anna *and* George may each draw a picture of a boat on the blackboard." What word has she used to connect the two names?

Suppose that she wishes only one of the two children to erase what has been written. She may say, "Anna *or* George may erase the drawings on the blackboard. Fred, do not help Anna *or* George." What word now connects their names?

If she says, "George may draw a picture, *but* Anna should watch him carefully," what word has she used to join the sentences about Anna and George?

She might use the following sentences: "George may draw another boat, *because* he draws very accurately. George may tell Anna her mistakes, *so* she must listen attentively. Anna will learn, *if* she watches George work. Anna may try again, *for* she has been watching carefully. Anna has been told, *yet* she still makes the same mistakes. Anna is much younger *than* George. She will not give up, *though* she may fail many times. She will try many times; *then* she will improve." Make a list of the words used above to connect the sentences about Anna and George.

In the following sentences about George, find the connecting words used to join two shorter sentences, and make them into a long sentence. Keep a list of the connecting words.

George goes often to the shipyard while his father is at work there.

He stays near his father until it is time to go home.

He asks many questions about ship-building when his father is not too busy to answer.

He will make ships himself, after he leaves school.

Unless George grows careless, he will succeed.

He has liked ships since he was a little child.

Although a ship costs much money, he hopes to own one some day.

He knows that he must work hard.

As he is strong, he can work long.

A ship to be used on the Great Lakes was not built of the best material; nevertheless it was launched.

There were flaws in the steel; therefore the ship split in two and sank.

Captains of ships must be very careful during foggy weather, lest they have collisions.

The words *and, or, nor, but, because, so, if, for, yet, though,* than, then, while, when, until, after, unless, since, although,* that, as, nevertheless, therefore,* and *lest* are called CONJUNCTIONS, because they are used to connect words and sentences. The word "conjunction" means " a joining together."

Learn the conjunctions in the above list.

Write a story; use sentences that contain conjunctions. Be careful not to use "and" too frequently; use other conjunctions instead, if possible.

GAME 1

Place conjunctions in the following blanks:

Queen

Drone

Worker

Wild bees hang honey-comb from the limbs of trees, ——— bees on farms use beehives.

In a hive are workers, drones, ——— one Queen bee.

* The simplified spelling of *though* is *tho;* of *although* is *altho.*

The workers gather honey from flowers, ——— they gather only one kind of honey at a time.

The Queen bee lays the eggs, ——— she must be cared for ——— fed on honey.

The workers sting the drones to death, ——— they would eat up the honey during the winter.

Little grubs are hatched from eggs; ——— they are young, they are fed on honey by the workers ——— honey-bees.

Kingbirds were formerly killed by f a r m e r s, ——— they were thought to eat honey-bees.

They were called bee-martins, ——— were considered harmful, destructive birds.

Scientists killed many kingbirds ——— examined the contents of their stomachs.

They found the stomachs filled with drones ——— other insects injurious to vegetation; ——— now farmers protect kingbirds.

II

Name the kind or class of words joined by "and" in the following sentences:

The woods are quiet and beautiful.

The trees are tall and stately.

You and I are to go to the woods.

Mother has put up a luncheon for you and me.

We shall wade and play in the brook.

Squirrels will leap and chatter.

We must move slowly and quietly if we wish to see birds and squirrels.

We should not be careless and wasteful.

We find that *nouns, adjectives, pronouns, verbs,* and *adverbs* may be joined by the conjunction "and."

Suppose that you say:

A flicker finds his food in tree-trunks.

A flicker finds his food on the ground.

How may you join some parts of the above sentences and omit other parts, to save time and avoid repeating words? Give similar sentences containing *phrases* to be joined.

Write several sentences containing *words* joined by conjunctions.

Write several sentences containing *phrases* joined by conjunctions.

Write several long sentences containing two shorter *sentences* that have been joined by conjunctions.

A CONJUNCTION IS A WORD USED TO JOIN SINGLE WORDS, GROUPS OF WORDS, AND SENTENCES.

III

Some conjunctions are used in pairs; such as, "Give me *neither* poverty *nor* riches."

You must *either* climb the cliff, *or* go back over the dangerous path.

I have *both* seen *and* heard a great waterfall.
Greenland is *not only* cold, *but also* barren.
Alaska is not *so* cold *as* Greenland.
I feel *as* hungry *as* a wolf, and *as* cross *as* a bear.
Whether I go *or* stay, I am satisfied.

Game 2

Find the conjunctions and pairs of conjunctions in the following story:

JENNY LIND

Jenny Lind was a poor Swedish child. As she was an orphan, she had to live with an old woman in

a forlorn home. The old woman was very poor, so Jenny had to do all that she could to help her.

The child had a little kitten. It was her greatest joy in life, because she had nothing else to play with.

She spent her time either in working hard or in playing with her pet. She loved to rock it and sing to it.

People liked to hear her sing, for she had a very sweet voice. One day, a kind lady, driving by Jenny's home, stopped her carriage and listened with pleasure to the child's song. She climbed up to Jenny's room and asked the old woman to let her have the little girl to educate. Jenny went to live with her new friend and received every advantage, for the lady was very rich.

The child became not only a famous singer, but also a very wealthy woman. She became neither selfish nor vain. She used her money and her beautiful voice to help others less fortunate. People paid much money to hear her sing in concerts, yet she used to sing without pay to the sick and lonely, to cheer them.

The Swedes honor Jenny Lind's memory and call her the "Swedish Nightingale."

IV

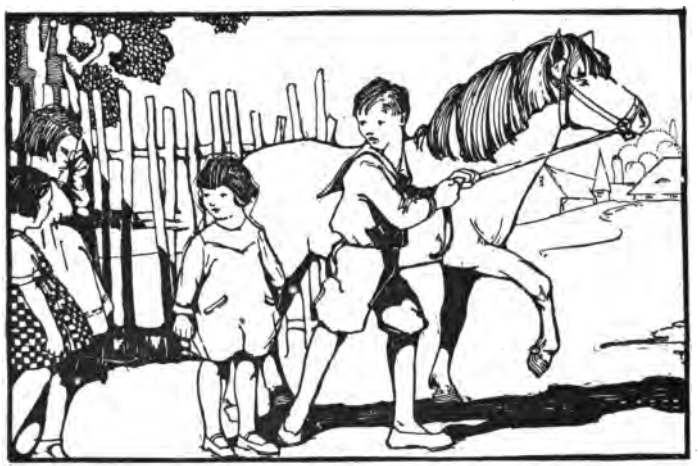
You have learned that some words are used both as prepositions and as adverbs. Some words in your list of conjunctions are used in other ways than as conjunctions. In the following story, how are the words in italics used? Give reasons for your answers.

THE PONY'S ESCAPE

Ben Baldwin and his three sisters once had a Shetland pony *that* their father bought *for* them. They named her "Bess." They had to watch her, *for* she was very tricky.

She would not allow the girls to ride on her back if she could help it, *for* she hated the side-saddle. They often tried to mount her, *but* she threw them off whenever she could. She liked to have no one *but* Ben and one of his boy friends ride her.

She was *so* clever *that* she could untie her halter.



She could unfasten the gate *that* led into her pasture. She often ran away, and poor Ben had to run *after* her. If she escaped from the barn at night, she frequently did not return *until* morning. She would not come back *until* she was hungry.

Once she ran away and stayed *so* long *that* the children were very sad and anxious. There was deep snow on the ground, and the children feared *that* she would freeze and starve. They looked *everywhere* for her. "I wonder *where* she can be," they said sadly. "*Where* else can we look?"

That night, a neighbor went to his door *before* he started *for* bed. Something dark and shaggy appeared *before* his eyes. He thought *that* it was a bear from the Zoölogical Garden not far away, *for* occasionally an animal escaped from that place.

He went in to get his pistol, *for* he intended to shoot it quickly. *When* he returned to the porch, the animal raised its head and neighed.

"It is *that* runaway pony!" he said. "I am glad *that* I didn't shoot. Her neigh saved her life."

He caught her very easily, *for* she was hungry. He took her to the Baldwins' and told the children *that* her legs looked *as* short *as* a bear's, because she had sunk *so* deeply into the snow. They were very happy to see her again, you may be sure.

They had new locks put on the stable-door and pasture-gate, and chained her to her stall *after that* night.

PART EIGHT

THE INTERJECTION

I

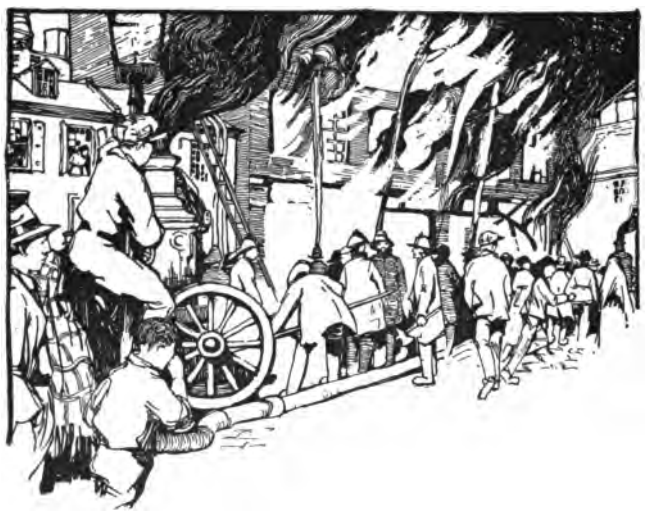
Some words are used frequently which do not actually belong to the sentence, but which are used merely to express strong feelings, such as pleasure, pain, surprise, annoyance, disgust, excitement, or fear. The following list is made up of such words:

Ah!	Fie!	Oh!
Aha!	Ha!	Pooh!
Ahoy!	Ho!	Pshaw!
Alas!	Hulloa!	Ugh!
Alack!	Hurrah!	Whew!
Bah!	Lo!	Whist!
Bravo!	O	

These words are generally used at the beginning of a sentence, as in the following:

Ah! that tastes good.
Aha! I've found it.
Ahoy! ship ahoy!
Alas! you are too late.
Alack! alack! no one remembers me.
Bah! that is disgusting.
Bravo! you did well.
Fie! that is shameful.
Ha! I burned my finger.
Ho! who goes there?

Hulloa! how did you get here?
Hurrah! we won the game.
"Lo! I am with you always."
"O God, how wonderful are thy works!"
Oh! come quickly! I am hurt!
Pooh! that isn't right.
Pshaw! what made you do such a thing?
Ugh! how ugly that is!
Whew! it is cold.



Such words are called INTERJECTIONS, from two Latin words, "jacere," which means "to throw," and "inter," which means "between." Interjections are thrown into sentences, to express strong feeling. An exclamation mark (!) is used after each interjection, or at the end of a sentence containing one.

Make sentences of your own that shall contain the interjections in the list. Do you think of other

words used as interjections? or of any groups of words or expressions used to express strong feeling; such as, "O dear me!" "Mercy on us!"

Notice that "O" is used with a name; as, "O Mary!" "O Father!" "Oh" is used alone as an interjection; as, "Oh! that is wonderful."

Invent a game in which interjections are used. Write a story of an exciting adventure, such as a storm at sea, or an accident to an aviator. Use numerous interjections.

II

Some words that are usually *nouns, adjectives, verbs,* or *adverbs,* are frequently used as *interjections,* as in the following sentences:

Your *welcome* warms my heart.
"*Welcome!* We are delighted to see you."

She is a *dear,* loving child.
"O *dear!* must I do that?"

Robert Southey wrote *nonsense* verses for his children.
"*Nonsense!* you can do better than that."

A *steady* pull brought the boat ashore.
Steady the baby's footsteps.
"*Steady,* boys, *steady!*"

It is *indeed* true.
"*Indeed!* I can hardly believe that story."

The woman is *forever* complaining.
"Scotland *forever!*"

Hark! is that thunder?
Hush! you'll wake the baby.
Stop! Look! Listen! Railroad Crossing.

"*Halt!*"—The dust-brown ranks stood fast.
"*Fire!*"—out blazed the rifle-blast.

"*Forward!* the Light Brigade!
Charge for the guns!" he said.

"*March on! March on!* all hearts resolved
On liberty or death!"

Exercise 1.—Tell how the words in italics are used in the following sentences:

"*Adieu,* kind friends, *adieu!*"
"Marmion stopped to bid *adieu.*"

Many sad, brave *farewells* were said to the soldiers.
"*Farewell!* God be with you."

"*Good-bye!* Come again soon."
The *good-byes* were spoken pleasantly.

"*Victory!* on to *victory!*"
It was a famous *victory.*

Snow and *hail* fall from the clouds.
We *hail* the new king.
"All *hail,* O King, all *hail!*"

The *silence* was short.
"*Silence!* All have spoken, none have agreed."

THE PARTS OF SPEECH

Just spend a little time with me,
To make a pleasant summary
Of all the groups of words you've learned,
While pages of this book you've turned.

NOUNS are names of everything,
As *garden, flower, river, spring;*
Of places, people, too, as well,
Like *Switzerland* and *William Tell.*

ADJECTIVES are a numerous tribe,
That number, point out, and describe.
One, two, three, four; first, third; this, that;
Good, lovely, strong, brave, slender, fat.

PRONOUNS in place of nouns you use:
Who, which and *what, that, whom* and *whose;*
I, my and *mine; we, our, us, me;*
It, they, their, them; you, yours; he, she.

Next come the VERBS; they're active, strong,—
They're doing something all day long.
They *shout, sing, walk, run, play,* and *leap;*
At times they *stand, sit, lie,* and *sleep.*

How things are done some ADVERBS tell,
As *nobly, bravely, swiftly, well;*
How *much* or *little,* too; *when, where:*
As, *much, more, most; now, then; here, there.*

Though PREPOSITIONS oft are small,
They're numerous and useful; all
Have objects joined to verb or noun;
They're words like *by, in, on, up, down.*

CONJUNCTIONS, too, join when they may,
But in a very different way;
And, but, or, nor, for, yet, so, though
Are found in use where'er you go.

Now last of all, surprise to show,
Disgust or pleasure, pain or woe,
Come INTERJECTIONS—*oh!* and *ah!*
Hulloa! pooh! pshaw! whew! ha! hurrah!

These groups of words are "Parts of Speech;"
A different use you've found for each.
Use all the "parts" without mistake,
And perfect sentences you'll make.

Commit the above stanzas to memory.

PART NINE

REVIEW

1. What part of speech is each word in the following story?

THE NECKLACE OF TRUTH

Once, in a far-off country, there lived a little girl named Coralie. She was a pretty child, with a bright mind and many good qualities, but she had one very bad fault. She did not tell the truth—she did not really seem to know what the truth was. Many times she told falsehoods when the truth would have served her better. She told so many fantastic tales that the day came when no one believed a word that she said.

Her anxious parents, in despair, decided to take her to the enchanter Merlin, who often cured liars of their bad habit. He lived in a wonderful glass palace in a distant land.

As Coralie and her parents approached his palace, they noticed that the windows were wide open, and that servants were burning vinegar. They were told that the enchanter was always made ill when a liar approached, and that they were trying to prevent a bad attack.

When Merlin felt able to see them, he sent for the unhappy father and mother and their trembling little

girl. He looked gravely at Coralie and said, "You are one of the greatest liars in the whole world; you have made me very uncomfortable. I shall give you something to make you remember to speak the truth." He then placed a wonderful necklace of amethysts around the child's neck, saying, "Do not take this necklace off for a whole year, when you must return it to me. Remember, you must not even unfasten the clasp." He then told the family to return to their home.

Coralie was very happy and went to school the next day with pride in her heart. Her schoolmates crowded about her. They asked, "Why have you not been at school? Where did you get that beautiful necklace?"

Coralie replied, "I have been ill. My father and mother wished to please me, so they bought me this lovely necklace for a gift."

"Oh, oh!" cried the girls. "Look at the amethysts! They look like cheap topazes now!" And to Coralie's dismay, instead of beautiful purple gems, she saw ugly yellow stones.

"They took me to the enchanter Merlin's," Coralie replied. The necklace changed to its original purple color, to Coralie's great relief. But she added, "Merlin sent a wonderful carriage to meet us. It had pink satin cushions and was drawn by six white horses. There were three powdered footmen and a negro coachman. Merlin gave us a delicious feast. Twelve servants waited on us, and——"

"Look, look!" exclaimed the girls. "Your necklace has grown longer at every word you have spoken." They shouted with laughter and added, "You are stretching the truth."

"We went on foot," said Coralie, hanging her head, "and Merlin gave me nothing but this neck-

lace." The necklace, which had stretched until it reached the floor, then resumed its original length.

"What did Merlin say to you?" asked the girls. "Nothing," answered Coralie. Then she gave a cry of pain, for the necklace had grown so tight that she was nearly choked to death. "You are keeping back part of the truth," exclaimed the girls. With difficulty, Coralie gasped out, "He said I was one of the greatest liars in the world. That is why he gave me the necklace." The necklace then stretched to its original length.

"Why don't you take it off?" inquired the girls. Coralie made no reply. What do you think then happened? The stones in that dreadful necklace danced up and down on Coralie's neck till her teeth fairly chattered.

"There is something you have not told us," said the girls. In grief and confusion Coralie burst into tears. "Merlin said I must not take it off," she answered. "Oh, dear," she cried, "what shall I do?"

Her schoolmates, who were really kind girls, promised to help her. They agreed not to laugh at her or to tease her, but to insist that every sentence she uttered was the strict truth.

She tried so hard to improve that long before the year had passed, Merlin sent a messenger for the necklace to give to some other person who did not tell the truth. Coralie learned that she was far happier when trusted by her parents and friends, and never afterwards was known to tell a falsehood.

2. What part of speech is each word in the following story?

MISS CARELESS

Once upon a time there lived a sweet little girl who had been christened Louise; but no one ever called her anything but "Miss Careless," for a more untidy, careless little girl never lived. She was very lovable and had many excellent traits, but her carelessness and slovenliness made so much trouble for others that it was hard for her family and friends to overlook so serious a fault.

Her parents did everything in their power to cure her, but she paid no heed to what they said. Her brother Paul was almost as disorderly as she; he said that it was all nonsense to be "fussy and particular." He thought it manly not to be orderly, and of course Miss Careless agreed with him.

The fairy Order did not like the children and always avoided going into their rooms if she could. One morning she opened Miss Careless's door at a very late hour. She was horrified to find the child still in bed, and shocked to see that her room was in frightful disorder. A lovely new dress lay in a heap on a chair; a beautiful velvet hat rested on top of the water-pitcher; one glove lay upon the mantel, while another lay upon the fender; shoes, slippers, and overshoes were piled under the bed; while ribbons, handkerchiefs, collars, and underwear were tossed into open bureau drawers in untidy heaps.

"Such a disorderly room!" scolded the fairy. "It is a pig-sty, not a little lady's room. Are you not ashamed of yourself?"

"Why should I be?" answered the lazy little girl. "It makes no difference where I put my things; I can always find them." "That is not true," replied the fairy. "You forget how often your mother and the maid find them for you. I'll teach you to see whether it makes no difference where you lay your belongings." She then waved her wand angrily and disappeared.

In a moment, a strange thing happened. The little girl's body, which had been lying comfortably in bed,

flew into pieces and scattered all over the room. Her head sought her hat on the top of the water-pitcher; her hands flew to find her gloves; her feet and legs ran to get into her shoes, and her body crept inside her dress on the chair.

Miss Careless was much frightened, and cried so

loudly that her brother ran upstairs to see what was wrong. He was speechless when he saw what had happened.

"Come quickly, Paul," called the head from the water-pitcher, "and put me where I belong." "And help me, please," groaned the body. "The corner of this chair is hurting me terribly." The arms and legs cried out, too, and Paul hastened to gather them up and put them together. He stood up the body, placed

the head upon it, and then fastened on the arms and legs. To his horror, he found that he had put the head on crooked. It was so twisted that it hurt his sister, and she began to cry. When she tried to wipe away her tears, she found that he had put a foot and leg where her right hand and arm should have been, and a hand and arm where her left leg and foot should have been!

Their screams brought their parents and the servants to the spot. All stood in the doorway too distressed to move, until the father cried out, "Somebody go for a doctor!" At that moment the fairy Order appeared.

"Do you still think," she said to the frightened children, "that it makes no difference where you put your things?" "No, no," answered Paul and Louise, "it makes a great deal of difference. We are very sorry for our carelessness."

The fairy waved her wand. Miss Careless felt her head turn round on her shoulders till it was quite straight. Her foot and hand scrambled to get into their proper places. The children smiled gratefully.

At another wave of her wand, every article in the room ran hastily to the drawer or box in which it belonged. The fairy told the things to help Louise keep them in order until she returned.

The children tried very hard to overcome their fault, and succeeded so well that after a time the fairy called them Master Thoughtful and Miss Careful.

When Louise grew up, the fairy married her to a prince who was looking for a very neat wife to make

his palace beautiful and charming; and the two young people lived happily together ever afterward.

3. What part of speech is each word in the following story?

MISS TARDY

Once upon a time there was a young girl named Fanny, who never knew what time it was.

Fanny's mother was dead. Fanny lived with her father, who loved her so dearly that he could not bear to find fault with her, though he was often annoyed by her impunctuality.

The coachman, who had to wait many hours every week for her, christened her Miss Tardy. The name clung to her.

Fanny's godmother, the fairy Punctuality, also loved her devotedly, but disliked her child's bad habit very much. She once said, "Fanny, do you realize that you are very selfish? You think only of your own comfort—of what you wish to do. You do not care how much time you make others waste."

One day the fairy was invited to lunch with Fanny. She waited a whole hour before the young lady appeared. Fanny had been out driving and didn't hasten home. When she arrived, she took her time to change her dress and shoes. It did not occur to her that it was impolite to keep her godmother waiting so long.

They had a pleasant time together, though the luncheon was not very good because of the long delay.

Before the fairy rose to go, Fanny's father drove hastily to the door. He was indignant to find that Fanny was not dressed to go with him to Prince Randolph's reception, where she was to sing at five o'clock.

Fanny made excuses, but her father was so vexed that the godmother said, "I shall help you this time." She passed her hand over Fanny's dress and trans-

formed it into an elegant reception gown. She then threw about the girl's neck a beautiful gold chain, at the end of which hung an exquisite little enameled watch set with pearls.

"Here, child," she said, "is something to aid your bad memory. This watch will never allow you to forget the time again." She then told Fanny to go with her father.

When they arrived at the Prince's mansion,

Fanny went out into its lovely garden with several ladies. "Come back into the house at five o'clock," whispered her father. "You are to sing first. Do not be late."

Fanny enjoyed the garden so much that she said, "I shall not go into the house at five o'clock." As soon as the clock struck five, however, her watch began to give a loud "Tick, tick, tick, tick," which continued until she was forced to obey its warning. She sang very sweetly and pleased every one.

Before Fanny went to bed that night, she promised her father to meet him at nine o'clock the next morning. She had an appointment with the dressmaker at ten o'clock.

She lay in bed until her watch again began to tick loudly. It persisted until Fanny sprang from her bed in disgust and dressed hastily to keep her appointment with her father. He told her that he intended to buy her a beautiful present.

They drove to a fine shop. It took Fanny so long to select her gift that the clock struck ten. "The dressmaker can wait," said Fanny. "Tick, *tick,* TICK, TICK!" warned the watch.

"Here, father," said Fanny, "put this tiresome watch into your pocket." Her father did so and walked toward the door of the shop. "Ting, *ting,* TING, TING!" came from his pocket.

Every one looked up to see what made the noise. Fanny was so mortified that she hastily finished her purchase and left the shop for the dressmaker's establishment. There she became so interested that for a

time she forgot a promise to go to luncheon with a girl friend. When she remembered her promise, she thought, "I don't care if I am late. I intend to look at all of these pretty things the dressmaker has to show me."

Then she remembered her watch. "Please take this watch and hide it in the closet." The dressmaker did as she was asked, and continued to show Fanny laces and silks.

"Ding-dong! ding-dong!" came from the closet. The poor dressmaker was frightened and cried out, "Oh, Miss Fanny! what is the matter? Can there be a robber in the closet?"

"It is nothing," answered Fanny. "Go on; unroll that silk."

"DING-DONG! DING-DONG!" came from the closet. The dressmaker was half dead with fright until Fanny went to the closet, picked up the watch, and angrily hastened to keep her appointment for luncheon.

She had a pleasant time at the luncheon with her friend. When she returned home she found a new book that she wished to read. She flung herself down in a chair to enjoy it, when she remembered that she had told her old servant, Valentine, to come to see her at four o'clock. It was then a quarter before the hour. She rang for her maid, Jenny.

"Tell Valentine I am not at home," she lied. "Oh, Miss," answered Jenny, "Valentine is in great trouble. He has been here twice to see you." "I don't care; I don't wish to be bothered now. Tell him

to come to-morrow at four o'clock.—Stop, take this watch, and put it down cellar," she added.

Poor Valentine came, and he wiped away a tear when he heard that again Miss Fanny had refused to see him. He turned to leave the house, when "BANG! BANG! BANG! BANG!" sounded from the cellar like rapid shots from a pistol.

The terrified servants began to scream, all but Jenny, who ran to her mistress. "What is it, Miss Fanny, what is it?" she cried. "That watch my godmother gave me," answered Fanny, closing her book. "Go and get it and send Valentine to me."

The watch banged until Jenny picked it up and told Valentine that Miss Fanny would see him. Fanny was kind to him, heard his story, gave him a good dinner and money to buy food and medicine for his sick boy, and promised him some work.

After he had gone, Fanny began to dress for a wonderful party or ball to which she had looked forward with pleasure for a long time. Just as she was leaving the house, her dear old nurse, whom she had not seen for many years, appeared and begged to see her. The old woman was so sad to know that she could not visit with her beloved child, that Fanny promised to return home at midnight to see her.

As she drove to the ball, Fanny told the coachman to stop beside a stone wall. She took off her watch and threw it over the wall into a ditch. "Now I am free," she said. "That hateful thing won't trouble me any longer."

She had a delightful time at the dance and when twelve o'clock came she was not ready to go home. So she stayed on a few minutes longer.

Suddenly every one heard a frightful noise like peals of thunder, or the roar of a cannon. "BOOM! BOOM! BOOM! BOOM!" The band stopped short. The girls stood still with frightened faces; the young men rushed out to see what was the trouble.

The unhappy Fanny knew what made the noise, so she rushed bareheaded toward the place where her watch lay. A fireman, who had come out to see if there had been an explosion, turned his light toward Fanny. "Oh, it is Miss Tardy; she has lost the time and is running to find it," he said laughingly.

She reached the wall, snatched up the watch, and, in a rage, raised her hand to dash it to pieces, when her godmother suddenly appeared. "You can never succeed in destroying my gift," she said. "The only thing to do is to obey. When you have learned to keep your word, to be prompt and thoughtful of the comfort of others, I shall take away the watch—not a moment sooner." Fanny hung her head and returned home to keep her promise to her old nurse.

She wore the watch only a short time, for she soon discovered that she carried within herself a little watch called CONSCIENCE, which reminded her when she was selfish and thoughtless of others, and told her when she was doing wrong.

She soon found that the more she did for others and the less she thought of herself, the happier her life became.

4. What part of speech is each word in the following story?

THE GREAT SCHOLAR

There was once a little boy named Leon, who always stood at the head of his class. He was so proud of his marks that he became very conceited and disagreeable. He loved to show off what he knew and make others feel ignorant and uncomfortable.

A little girl named Rose, who lived near him, often came to play with him. She was not a very good student, but she was a lovely child—kind, gentle, loving, and obedient.

Leon looked down on her because she did not have high marks and could not answer all the questions that he asked her in arithmetic, history, grammar, and geography. He also made fun of her because she was a poor speller.

One day he asked her whether she could change a common fraction to a decimal; whether she knew the date when Rome was founded; whether she could tell the difference between a preposition and a conjunction, and could name all the states in the Mississippi Valley. Rose laughed and said, "You know very well that we have not studied those things yet in our grade."

She had brought a lovely new book to show Leon. He glanced at it and said, "I like the pictures, but the stories are too childish for me. I think that I shall not play with you any longer. We do not care for the same things now, and what you like to talk

about bores me." Rose began to cry. She took her book and started to go home, when her godmother, the fairy Modesty, appeared.

The fairy was very angry with Leon for his unkind words to Rose, and decided that such a conceited little prig as he needed a lesson. She determined to take him on a journey, to teach him a few things.

She turned to Rose and said, "So you know nothing, my dear child. Can you tell me what we must do to lead a good life?"

"That is not a hard question," answered Rose. "We must obey God, and be kind, like Him, to every one."

"That is knowing something, but not enough to make you a fit companion for so learned a boy as Leon. What he needs is the society of scholars and authors. Come with me, Leon."

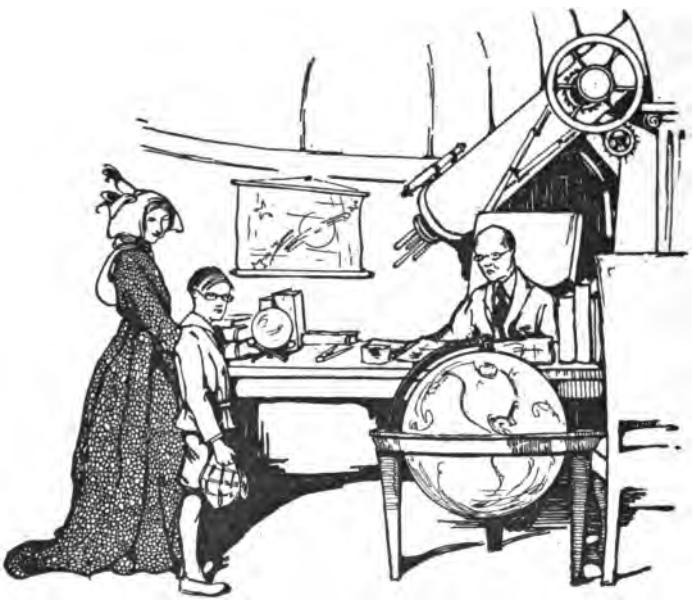
She took him by the hand and transported him to a wonderful place—an observatory, where they saw a great telescope, and an astronomer seated at a table covered with books and papers.

This man was truly a great scholar. He had taken the measurements of the globe; he had calculated how long it took light to come to the earth from the nearest star; he had weighed the sun and moon, and had accomplished many other wonderful things.

The astronomer greeted the fairy Modesty like an old acquaintance. She told him that she had brought another scholar to see him. The great man looked interested. "A scholar at your age," he said, "how very remarkable!"

He then asked Leon to help him find a comet that seemed to be lost in space. Leon knew nothing about comets and declined to assist.

The scholar then talked to him about optics, acoustics, hydrostatics, and logarithms. Leon had never even heard of them. He hung his head in embar-



rassment, and then said, "I do not know those stupid things, but I can change a common fraction to a decimal."

The learned man looked at the fairy Modesty in surprise. She hastily said, "Master, I know a little girl who says that to lead a good life we must obey God, and be kind, like Him, to every one. Do you know any more about it than she does?" He replied,

"No one knows any more about it than that. The dear child has said all there is to say."

"Come, Leon," said the fairy, "let us go elsewhere." And she led the boy away.

They soon found themselves in a house where a great historian lived. The entire house was filled with books. They found the historian in the Roman-history room.

He greeted his callers cordially. When the fairy told him that she had brought a little boy to see him who knew when Rome was founded, he said, "I am very glad. Are you quite sure of the date?" "Oh, yes," answered Leon. "I recited it yesterday in school."

"You are more learned than I," replied the historian. "I am not sure of it. Most of the writers of these books are likewise in doubt. They cannot find proofs."

Leon looked amazed. The fairy then said, "Master, I know a little girl who says that to lead a good life we must obey God, and be kind, like Him, to every one. Do you doubt what she says?" "No," replied the historian. "One may doubt the truth of many things, but never of that."

Leon felt very much embarrassed and gladly hastened away with the fairy to another house, the home of a writer who knew a good deal about grammar and composition. She, too, welcomed the fairy and Leon.

She talked about things that he could not understand at all, and seemed surprised, because the fairy

had introduced him as a grammarian. He boldly recited some of the definitions which he knew. She said, "Some of those you could dispense with. The question is, do you understand them and know how to use what you have learned?"

The fairy then told her what Rose knew and asked whether people could get on without that knowledge. "Not very well," she replied. "Some people try to do so, but they make sad work of their lives. What she says is necessary for everybody to know."

Leon knew not which way to turn and begged to go home. "Not yet," said the fairy.

The boy suddenly found himself in an enormous room, with large maps on its walls. He recognized the outlines of the continents, but could not find a single division or country that looked familiar.

He was told that he was in Africa, in one of the finest schools of that very civilized country. He noticed that the children all had white faces.

"I thought that the people of Africa were black," said Leon, "and that it was an uncivilized country." "That was true long ago," replied the fairy. "Now things are changed. I am showing you the world as it will be two thousand years from now."

The children began to recite. They spoke English, but the names of places were all different from those which Leon knew. He looked puzzled.

The fairy asked the teacher whether the pupils learned the names of the states of the Mississippi Valley. "Oh, no," replied the teacher. "There are no such states now. I remember an old geography

that contained maps and a description of them, and a later book that told of their destruction by an earthquake in 2500 A.D. Both books were full of errors, and neither one of them said much about Africa."

"Can you tell me, my child," the fairy asked a little girl, what we must do to lead a good life?" "We must try to obey God," answered the child, "and be kind to everyone." When she had finished reciting, Leon suddenly found himself in the room with Rose.

"Do you not think," asked the fairy, "that her knowledge is worth as much as yours? You have seen the wise bow before it; you know that it does not change, while much other learning does. What she knows will be true two thousand years from now."

"Then I do not need to take so much trouble in school, if everything I learn changes," said Leon, crossly. "Oh, yes," answered the fairy, "you must study your lessons faithfully, and help to find out more truths about this wonderful world in which you live. Only do not be vain of the little knowledge that you may gain. The wiser men are, the more they realize how much there is that they can never hope to know. The greater they are, the more modest they grow. Will you try to be like them?"

Leon promised that he would.

NOTE.—The preceding stories, "The Necklace of Truth," "Miss Careless," "Miss Tardy," and "The Great Scholar," are adapted from Jean Macé's Fairy Tales, published by Harper & Brothers, and are used with the kind permission of the publishers.

PART TEN

ERRORS IN ENGLISH

BROKEN WINGS

HAVE you ever read the story called "Diamonds and Toads?" If you have, you will remember that a fairy godmother rewarded a kind and lovely princess by causing diamonds and pearls to fall from her lips, while the fairy punished the child's hateful, jealous sister by causing ugly snakes and toads to leap from her mouth whenever she spoke.

I am sure that you understand the meaning of the story. The diamonds and pearls represented the kind words that brought sweetness into the lives of those living with the lovely princess, while the ugly snakes and toads resembled the hateful words that brought unhappiness to those scolded by the unkind sister.

I feel sure that you must have read another story called "Pandora's Box." If you have, you remember how naughty Pandora, through disobedience and curiosity, opened a box that had been entrusted to her. Out of it flew a swarm of tiny wingèd creatures that stung her and all her young playmates. One beautiful little sprite named "Hope" escaped from the box later. She flew about, bringing light, hope, comfort, and joy wherever she went.

Let us make up a story of our own. Each one of you owns a box in which you keep your thoughts. Do you know its name? It has two bright windows out of which those thoughts shine—good, pure thoughts, or bad, ugly thoughts. It has a door that opens to let those thoughts fly away. It lies with you whether you will send them out into the world as foul, ugly, harmful things; as maimed, imperfect creatures; or as "wingèd words of beauty."

Which is better, to have good thoughts fly away with broken wings, or to have bad thoughts seem fair on the outside and be impure within? It is quite possible, however, to have them both good and beautiful at the same time.

Let us see how the wingèd sprites look as they fly away. Bad words look black; coarse, slang words look gray; incorrect words have broken wings. Do you think that you could mend those wings and make them bright and beautiful? Would you like to try?

PLEASE MEND US; WE'RE BROKEN

I done it.
I haven't did it.
I seen it.
I haven't saw it.
I haven't went.
They would a went.
Lay down, Rover!
Rover laid down.
Set down.
I set on the chair.
I sat the table.
I brung you six pebbles.
I drawed a picture.
I haven't wrote my story.
We come back quick.
She ain't came yet.
My teacher learned me how.
We teached the baby.
Baby et a green apple.
Baby got sick on us.
He was awful sick.
He was sick abed.
He hasn't ate much since.
Look at what I done.
We was there.
You was hungry.
There's two boys.
There's three kittens.
Five times two is ten.

If I was you, I'd go.
I feel good to-day.
I slept good.
I can't work good to-day.
Say, listen!
Say, did you see that?
Are they any school to-day?
I stayed to home.
Up to John's, they have a dog.
They was a watch-dog in the house.
Where shall I bring it to?
Who did you get it from?
Who did you give it to?
I says to my mother, "I'll come."
My father he said I could do it.
I hat to go.
I just hattle lăff.
I can't go without I've finished.
I got two pair of shoes.
Mother bought two bushel of apples.
I gotta go.
I'm pleased to meet you.
I'm most ready.
The man give me a quarter.
Gimme a dime.
Lemme see.
Leave it lay.
Leave me do it.
I ain't goin'.
I ain't done nothin'.
I never did nothin'.

I ain't got no pencil.
I hain't got none left.
My pencil is broke.
My paper is tore.
My pants is tore.
I kin ketch you.
Can I get a drink?
I got it off Mary.
She don't work.
I sure will do it.
Will you help me? I sure will.
Do it like I do.
The baby looks like I do.
Do you want on?
Do you want off?
He is on bed.
I must of lost it.
I ask her to come.
It's me.
It's him.
It's her.
It's them.
Me and you can go.
Give it to me and her.
She gave it to Mary and I.
She gave it to John and myself.
Us girls want it.
Them apples are mine.
The plums are yourn.
The cherries are ourn.
They hurt theirselves.

I can jump as high as him.
You hadn't ought to do it.
You better hadn't do it.
Where is it at?
That's all the farther I can go.
I'm goan to do it.
I can't wait on you any longer.
Two couple went by.
I don't like those kind of apples.
These kind are good.
Neither John nor Mary are here.
Ma and Pa they're coming.
I only ate two cookies.

PERFECT WINGS

I did it.
I haven't done it.
I saw it.
I haven't seen it.
I haven't gone.
They would have gone.
Lie down, Rover!
Rover lay down.
Sit down.
I sat on the chair.
I set the table.
I brought you six pebbles.
I drew a picture.
I haven't written my story.
We came back quickly.

She hasn't come yet.
My teacher taught me how.
We taught the baby.
Baby ate a green apple.
It made baby sick.
He was very sick.
He was sick in bed.
He hasn't eaten much since.
Look at what I did.
We were there.
You were hungry.
There are two boys.
There are three kittens.
Five times two are ten.
If I were you, I'd go.
I feel well to-day.
I slept well.
I can't work well to-day.
Listen to me!
Did you see that?
Is there any school to-day?
I stayed at home.
Up at John's, they have a dog.
There was a watch-dog in the house.
Where shall I take it?
From whom did you get it?
To whom did you give it?
I said to my mother, "I'll come."
My father said I could do it.
I had to go.
I just had to laugh.

I can't go unless I have finished.
I have two pairs of shoes.
Mother bought two bushels of apples.
I must go.
I am glad to meet you.
I am almost ready.
The man gave me a quarter.
Give me a dime.
Let me see.
Let it lie.
Let me do it.
I am not going.
I haven't done anything. I have done nothing.
I never did anything.
I have no pencil.
I have none left.
My pencil is broken.
My paper is torn.
My trousers are torn.
I can catch you.
May I get a drink?
I got it from Mary.
She doesn't work.
I surely will do it.
Will you help me? I surely will.
Do it as I do.
The baby looks like me.
Do you wish to get on?
Do you wish to get off?
He is on the bed.
I must have lost it.

I asked her to come.
It is I.
It is he.
It is she.
It is they.
You and I may go.
Give it to her and to me.
She gave it to Mary and me.
She gave it to John and me.
We girls want it.
Those apples are mine.
The plums are yours.
The cherries are ours.
They hurt themselves.
I can jump as high as he.
You oughtn't to do it.
You'd better not do it.
Where is it?
That's as far as I can go.
I am going to do it.
I can't wait for you any longer.
Two couples went by.
I don't like that kind of apple.
This kind is good.
Neither John nor Mary is here.
Mother and Father are coming.
I ate only two cookies.

Say "YES" and "NO." Do NOT say, "Yay-ah," "Yep," "Uh-huh," "Sure," "Nope," "Naw," and "Say," for they are vulgar expressions. Do not say "Did *ja*," for "Did *you*"—a common mistake.

Games

There should be daily games, at home and at school, to give practice in mending your English. Below, you will find a list of questions that you may ask; watch to see how correctly the answers are given.

Have you noticed any other incorrect expressions used at home or at school? If so, try to mend them.

Questions

What did you see on your way to school?
I *saw* ———.
What have you seen in a factory?
I *have seen* ———.
Where did you go yesterday?
I *went* ———.
Where have you gone oftenest?
I *have gone* ———.
What did you eat for breakfast?
I *ate* ———.
What have you eaten when camping?
I *have eaten* ———.
What did you throw?
I *threw* ———.
What have you thrown me?
I *have thrown* ———.
When did you come?
I *came* ———.
Why have you come?
I *have come* ———.
What did you bring me?

I *brought you* ———.
What did you give me?
I *gave you* ———.
What did you do?
I *did* ———.
What have you done?
I *have done* ———.
What did you teach your dog?
I *taught* my dog ———.
What doesn't a dog like?
A dog *doesn't* like ———.
What doesn't a cat like?
A cat *doesn't* like ———.
What does your father let you do?
He *lets* me ———.
Where did you stay last night?
I stayed *at* ———.
Where will you go to-day?
I shall go up *to* ———.
How do you feel to-day?
I feel ——— *well.*
How did you sleep?
I slept ——— *well.*
How did you work yesterday?
I worked ——— *well.*
What have you in your desk?
I *have* ———.
What have you in your pocket?
I *have* ———.
What do you do when tired?
I *sit* ———, and I *lie* ———.

How do you feel when you hurt some one?
I feel ———.
How many boys are in the first row?
There *are* ———.
What did you say to your playmate?
I *said* ———.
What did you ask your mother?
I *asked* ———.
Give other questions to answer.

NOTE.—Most educators agree that it is bad pedagogy to place incorrect forms of speech before children. It is the author's experience that when incorrect forms have once been learned, it is necessary to direct pupils' attention to them by stimulating their imaginations, so that their ears and eyes may become sensitive. This explains the method of procedure in the preceding chapter.

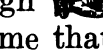
PART ELEVEN

PUNCTUATION MARKS

I

GUIDE-POSTS AND OTHER SIGNS

WERE you ever lost in the woods? If so, you will remember how dazed and frightened you were, especially if it chanced to be late in the afternoon, and you feared that you might be obliged to spend the night alone in the woods.

You will remember your joy at suddenly coming upon a path where there was a sign  pointing toward a road marked with a name that you knew. Your troubles then vanished.

Did you ever lose your way in a strange city? If so, you were probably as confused and frightened as when you were lost in the forest, until you saw a policeman and asked him how to find the street that you sought. He perhaps directed your attention to signs on lamp-posts, that told you the names of the various streets, and guided you safely out of your difficulties.

When a little child begins to read, he is as confused at seeing many words together on a page, as you would be at beholding countless trees in a pathless woods, or numerous busy streets in an unfamiliar city. He soon learns, however, that there are several guide-

posts or signs that help him to find the meaning of what he reads.

Many traffic policemen in our cities use signs that read GO and STOP. The pages in books have many such signs. Every new sentence has a sign that means GO. It is the CAPITAL LETTER with which it begins. Notice the capital letter at the beginning of every sentence in this chapter.

Every sentence has also a sign that says STOP. It is usually a dot called a PERIOD. Find periods at the ends of the sentences in this chapter; in other chapters of this book; in other books.

What kind of sign is at the end of this sentence? of the first sentence of this chapter? of the first sentence of the third paragraph? Because every such sign ? marks the end of a question, it is called a QUESTION MARK? or sometimes an *interrogation point.* An interrogation is a question.

One other sign says STOP! It is the mark used at the end of a sentence that shows strong feeling; such as, "Look out, or you will be run over!" The sign ! is called an EXCLAMATION MARK! because it is used after an exclamation, which is an expression showing strong feeling in the person using it.

Exclamation marks are frequently called *exclamation points.*

Write sentences in which *periods* must be used at the end. Write others in which *question marks* must be used. Write others in which *exclamation marks* must be used. Begin every sentence with a *capital.*

In the following story, place capitals and periods where they belong:

THE STORY OF GOLDIELOCKS

once upon a time there was a pretty little girl named Goldielocks one day she started out for a walk in the woods she came to a house in the woods the

door of the house was open she knocked several times but no one answered she walked into the house and looked around she saw three bowls of soup on a table her walk had made her very hungry so she thought that she would like to eat the soup she did not stop to think that it was not hers to eat she tasted the soup in the first bowl but it was so hot that it burned her mouth she tasted the soup in the second bowl but it was so salty that she did not like it she tasted the soup in the third bowl and as it was just to her liking she ate it all up she was very tired so looked about for a place in which to rest she saw three chairs standing near the table she sat down in the largest one but it was too hard to be comfortable she sat

down in the second chair but that was too soft she then sat down in the third chair it was very comfortable but she was so heavy that she broke it all to pieces she was sorry to think that she had broken the chair she went upstairs and there she found three beds standing side by side she lay down on the largest bed but it was so hard that she did not like it she lay down on the next largest bed but it was too soft to satisfy her she lay down on the smallest bed and that was so comfortable that she went to sleep let us leave her there fast asleep for a time while she is dreaming we shall think of something else.*

II
FRAMES

The pictures of people whom we love are often framed and placed where we can enjoy them.

The wise and interesting sayings of people whom we admire also are treasured. We frequently repeat them to others. When we say the *exact* words that others have said, we *quote* them, or give a *quotation* from them.

Quote something which you have heard your little brother or sister say; your father or mother; some other grown person whom you know. Give a quotation from some great writer; from some President of the United States.

Write the chosen quotations upon the blackboard.

* NOTE TO THE TEACHER.—Other familiar favorites should be treated like the above story, until the class has become proficient in sentence-making. Let original stories be brought to class, and copied upon the blackboard for correction.

Draw upon the blackboard a picture of a child in a frame; write below the picture, inside the frame, a sentence that the child might have said.

Erase all of the frame except the parts next to the child's words. What is left will look like this:

The child said, "I go to school." The marks that frame the child's words are called QUOTATION MARKS, because they are used to frame a *quotation,* or the exact words of the child.

Make other frames containing quotations. Then write a conversation between two boys who are going to play ball; use quotation marks very carefully. Write a conversation between two dolls; between a dog and a kitten, a mouse and a cat, a mother-bird and her greedy baby. Be sure to put the last pair of quotation marks *after* the period, question mark, or exclamation mark. Write, Jack said, "I'll come." Do not write, Jack said, "I'll come".

Let us go on with our story of Goldielocks. Place quotation marks wherever they should be used in the following story:

GOLDIELOCKS AND THE THREE BEARS

While Goldielocks was sleeping sweetly in the little house in the woods, its owners returned. She

would not have slept so peacefully, had she known that the house belonged to three bears that had gone out for a brisk walk in the woods before breakfast. Their exercise had given them such good appetites, that they went at once to the table to eat their soup.

Papa Bear said, WHO'S BEEN TASTING OF MY SOUP? Mamma Bear said, WHO'S BEEN

TASTING OF MY SOUP? Baby Bear said, Somebody has tasted of my soup, and has eaten it all up!

Then Papa Bear looked at his big chair and growled, WHO'S BEEN SITTING IN MY CHAIR? Mamma Bear also growled, WHO'S BEEN SITTING IN MY CHAIR? Baby Bear cried, Some one has been sitting in my chair, and has broken it all to pieces!

The Three Bears decided to look around to see if they could find the culprit who had done so much mischief. They went upstairs to their bedroom.

Papa Bear again growled, WHO'S BEEN LYING ON MY BED? Mamma Bear asked angrily, WHO'S BEEN LYING ON MY BED? Baby Bear squealed, Who's been lying on my bed? Oh, here she is, fast asleep! Papa Bear growled, LET US EAT HER! And Mamma Bear growled, LET US EAT HER! But Baby Bear said, Nothing ever was sweeter! Let us kiss her and send her home.

Just then Goldielocks awakened. She was so frightened at the sight of the THREE BEARS, that she jumped out of the window and ran home as fast as she could go. She thought, I've learned a lesson.

LARGE FRAMES—(PARENTHESES)

LARGE frames are sometimes used to enclose words inserted or thrown into sentences; for example,

Two pints (pts.) make one quart (qt.).

Some valleys are wide and open (see figure 14), while others are narrow and deep (see figure 15).

The marks ( ) enclosing words thrown into sentences (or inserted in them) are called PARENTHESES or *marks* of *parenthesis.*

Find parentheses in your geographies; in your arithmetics; in other books.

Write sentences containing parentheses.

GAME 1

Let two children have a conversation, and two others "frame" their sentences on the blackboard. See which one makes fewest mistakes.

GAME 2

Read the "Story of Pinocchio, or the Adventures of a Marionette;"* act out parts of the story; write on the blackboard various conversations, with correct quotation marks.

III

RESTING-PLACES

WHEN you take a long walk in the woods, you grow tired and like to sit down upon a stone or a log to rest. When you run uphill, you must stop frequently to get your breath. When you talk, you must pause often to take a breath.

In books, you find that a little mark is used frequently to help you find a place to pause, before you reach the end of your journey in a long sentence. In the sentences of this chapter, where have you paused? What little mark showed you where to pause? It is called a COMMA (,), and it is found almost as often in sentences as logs and twigs are found on the ground in forests. Let us journey together and find out how commas are used.

1. One use is to separate the *name* of a *person* from the other words in a sentence; as,

John, get the pony from the pasture.

George, bring the saddle and bridle.

Put on the saddle, John, while George puts on the bridle.

* Written by Collodi; published by J. B. Lippincott Company.

Be quick, John.

Boys, take turns in riding on the pony.

In the last sentence, notice the different meaning the sentence would have if the comma were omitted. If you said, "Boys take turns in riding on the pony," you would simply state a fact.

Play a game in which you first place a comma in a sentence, and then omit it. See what happens to the meaning with each change that you make. Try such sentences as the following:

Boys, take off hats when entering a church.

Girls, keep hats on when entering a church.

Gentlemen, always remain standing in the presence of ladies.

Boys and girls, give seats in street-cars to older people.

Children, always help very old people.

2. Another use is to separate a *quotation* from the rest of the sentence; for example,

John said, "The pony is ugly to-day."

George replied, "She is a stubborn little beast."

"She tried to kick me once," said John, "while I was saddling her."

"She bit at me," said George, "as I put on her bridle."

"We need to watch her carefully," answered John.

Write a similar story; place commas and quotation marks correctly.

3. The word *Oh* is usually separated from the rest of the sentence by a comma; as,

Oh, I am so happy! My father has promised me a sled.

Oh, look! There goes the fire-engine!

Oh, Bob, let's go to the fire!

Write sentences containing the word "Oh,"

4. The words *Yes* and *No* when part of an answer are separated from the rest of the sentence by commas; as,

"Do you like to ride?" asked George.

"Yes, I do," replied John.

"Do you like riding in an automobile as much as riding horse-back?" asked George.

"No, I do not," answered John.

"Will you go riding with me to-morrow?" asked George.

"No, I thank you," replied John, "for I have some work that I must do."

Write similar sentences; allow the class to put in the correct marks.

5. Commas are placed between *names* and *dates* in addresses; as,

Columbus was born in Genoa, Italy.

He sailed from Palos, Spain.

He landed on San Salvador, October 12, 1492.

Our first Independence Day was July 4, 1776.

George Washington was born in Westmoreland County, Virginia, February 22, 1732.

Abraham Lincoln was born in Hardin County, Kentucky, February 12, 1809.

Write other similar sentences containing dates and names of places.

LETTER FORMS*

14 Beacon Street,
Boston, Mass.,
Jan. 1, 1920.

My dear George,

Your friend,
Albert Wilson.

9999 Euclid Ave.,
Cleveland, Ohio,
June 6, 1920.

My dear Ellen,

Your loving friend,
Helen Harwood.

Write a letter to a friend.

6. Words used in a sentence *to explain another word* are separated from the rest of the sentence by commas, as in the following story:

Mary, our baby, is one year old.

Maggie, her nurse, takes her out in her baby-carriage.

Rover, our Newfoundland dog, loves her so much that he goes wherever the baby goes.

He stays with her when Maggie goes to speak to Mr. Jones, the postman.

* NOTE.—In the headings of letters, commas and periods are now frequently omitted at the *ends* of the lines. In the above forms, the commas might be omitted after Street, Mass., Ave., and Ohio, and the periods after 1920.

He lies on the ground beside her, and growls when Jack, the grocer's boy, comes near her carriage.

He will allow no one to harm her, our precious baby.

Write sentences similar to those above; use commas to separate the explanatory words from the other words.

7. The comma is used frequently in still another way.

A little child would say, "Jack and Mary and Robert and Julia and Herbert and Flora went to the country." How could the above sentence be shortened so that it would be easier to say and more pleasant to hear?

When the numerous *ands* are omitted, commas must be used between the names. The sentence should be written: "Jack, Mary, Robert, Julia, Herbert, and Flora went to the country."

A number of words used together as in the above sentence form a series. Name the words in the following sentences that form a series:

We bought eggs, butter, cheese, and meat at the market.

Apples, oranges, grapes, peaches, pears, and plums are fruits.

We gathered berries, nuts, ferns, flowers, and leaves in the woods.

Write several series. Invent a game for the class to play. See how many rows in the class can write a series without a mistake.

OTHER RESTING PLACES

The Colon

When a series *follows introductory words,* it is written in a different way; for example,

The principal Allied Powers were the following countries: England, France, Italy, Belgium, Japan, and the United States.

Their foes were: Germany, Austria, Turkey, and Bulgaria.

This mark (:) is called a COLON. It consists of one period placed above another.

Find colons in this book; in other books. Write sentences containing colons.

The Semicolon

In very long sentences, another kind of mark is often used to separate the principal parts. These different parts frequently contain commas. Notice the following sentences carefully:

Boys fight one another; men have had frequent wars; many people hope now that the world will find a better way to settle disputes than by fighting.

The Big Trees of California are the most wonderful trees in the world, and are thought to be at least eight thousand years old; but there are selfish, thoughtless men who have cut down many of them in a few hours, just to make a few dollars, destroying what never can be replaced.

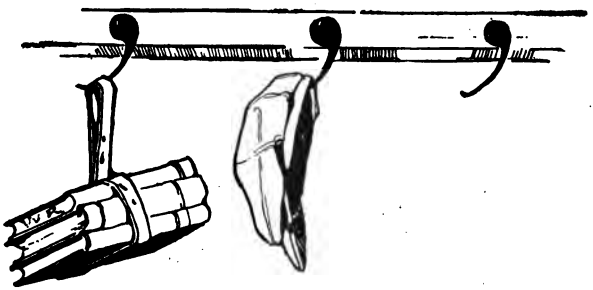
This mark (;) is called a SEMICOLON. It consists of a comma placed beneath a period. A longer

pause is made at a semicolon than at a comma; but not a full stop, as at a period.

Find semicolons in this book; in other books. Write sentences containing semicolons.

IV

HIGH-HANGING HOOKS



The Apostrophe

In olden times, people said many things differently from the way in which they say them now. They formerly said, "John his knife," "Walter his cap," "Robin Hood his bow and arrow."

Such expressions were finally shortened to John's knife, Walter's cap, Robin Hood's bow and arrow. A little mark was used to indicate letters omitted.

This mark (') is called an APOSTROPHE. When it is used to show that a person or thing owns or possesses something, it is called the *ownership mark* or the *mark of possession.* It looks like a comma, but it is hung high like a hook, while a comma hangs below the line.

Put apostrophes where they should be placed in the following sentences:

John hung Walters cap on Roberts hook.

Mary washed her dolls face and then laid the doll down on the babys bed.

A womans warm hands rubbed the poor childs frosted feet.

Invent an apostrophe game for the class to play.

The apostrophe is used in still another way. Tell how it is used in the following sentences:

I'm going skating on the pond after school.

I've new skates.

I'll watch for thin ice.

I'd dislike to fall into the pond. Wouldn't you?

What do *I'm, I've, I'll, I'd,* and *wouldn't* mean? The expressions *I am, I have, I shall, I will, I should, I would, would not,* and many similar expressions are used so frequently that they have been shortened to save time in speaking and writing.

When things shrink in size, they are said to *contract;* these shortened expressions, such as *I'm, I've, I'll, I'd,* and *wouldn't,* are called *contractions.*

Tell what the following contractions mean:

he's	where's	he'll
she's	we've	she'll
it's	you've	we'll
'tis	they've	you'll
'twas	he'd	they'll
we're	she'd	who's
you're	we'd	what's
they're	you'd	that's
here's	they'd	

isn't	won't	mightn't
aren't	shouldn't	mustn't
wasn't	wouldn't	e'er
weren't	couldn't	ne'er
hasn't	can't	whene'er
haven't	doesn't	where'er
hadn't	don't	howe'er
shan't	mayn't	o'clock

Be very careful in the use of *it's, who's, we'll, we're, you're,* and *they're.* Omit the apostrophe in each, and notice how entirely different three of the words become. To what word-families do *its, whose, well, were, your, their,* and *there* belong? See how accurate you must be. Invent a game that will help you to remember.

Never use the word *ain't,* for *isn't; aren't,* for *am not. Never* say *hain't.*

ABBREVIATIONS

THERE are other words in common use which also have been shortened. Some of the most common are:

Mr. for Mister.
Mrs. for Mistress.
Dr. for Doctor.
Prof. for Professor.
Lieut. for Lieutenant.
Capt. for Captain.
Col. for Colonel.
Gen. for General.
Hon. meaning Honorable.

Rev. used with the name of a minister.
Sr. meaning senior.
Jr. meaning junior.
Supt. for Superintendent.
Sec. or Sec'y for Secretary.
Treas. for Treasurer.
St. for street or saint.
Ave. for avenue.
Co. for county or company.
A.M. meaning before noon.
P.M. meaning afternoon.
B.C. meaning Before Christ.
A.D. meaning After Christ.
P. O. meaning Post-Office.
N. B. meaning Take Notice.

Do you think of other shortened words similar to those above?

Such shortened words are called ABBREVIATIONS, from a Latin word "brevis," meaning "short." They are always followed by periods. Most of them are incorrect unless used with a name, as in the following examples:

Mr. Edison	Howard Haines, Jr.
Dr. Johnson	Pennsylvania Ave.
Col. Roosevelt	Spruce St.
Gen. Pershing	Hamilton Co., Ohio
Rev. Thomas Jordan	H. A. Davis & Co.
Hon. Wm. Taft	H. H. Blair, Treas.

9 A.M.	N.	N.E.
6 P.M.	S.	N.W.
55 B.C.	E.	S.E.
1920 A.D.	W.	S.W.

Find out the exact meaning of A.D., A.M., and P.M.; of P.S., O.K., No., etc., i.e., viz.

Never write "*Rev.* Wilson;" always use the minister's name or initials; as, "Rev. Samuel Wilson," or "Rev. S. L. Wilson."

Never write, "The Dr. came to see me." Write, "*Dr. Hall* came to see me;" or "The *doctor* came to see me."

Never write, "Our *St.* is long;" "Our *Ave.* is wide." How should they be written? Why?

The word "Miss," used with the names of girls or unmarried women, is not an abbreviation. Do not place a period after it. Write, "Miss Sheldon," not "Miss. Sheldon."

Think of places with names containing the abbreviation *St.*, meaning *Saint*. Learn the abbreviations of the names of the different states in the United States. Why are those names abbreviated?

V

CONNECTING LINKS

The Hyphen

Two single words are frequently put together to form one word; for example, doll-house, window-

shade, wall-paper, blotting-paper, waste-basket, telephone-stand, picture-frame, apple-blossom.

The first word generally is used to describe the second, to which it is joined by a little mark called a HYPHEN (-). Two words joined in this way form a *compound* word. Do you think of other compound words?

More than two words may be joined to form a compound-word; for example, father-in-law, mother-in-law, maid-of-all-work, jack-in-a-box, jack-in-the-pulpit, jack-of-all-trades. Do you think of others? Find compound words in your story-books. Write several sentences containing compound words.

Play a game. Let a child tell the class the first half of a compound word that he has thought of. Let him have for his partner a child who guesses the second half of the word. Let a ruler represent the hyphen. See whether the girls or the boys think of the greater number of compound words.

The following words formerly were compound words, but owing to common usage are now written without a hyphen:

railroad	bricklayer	blackboard
steamship	shoemaker	schoolroom
steamboat	kingbird	schoolmate
carfare	bluebird	newspaper

Do you think of other similar words, formerly written with a hyphen and now written without one?

The hyphen is used in another way.

When a word containing more than one syllable cannot all be written on one line, a part of it is written or printed on the line below. A hyphen is placed where the word was broken off. Find words in this book divided in this way; in other books.

Never divide a word of one syllable; such words must be written all on one line. Do you ever make that mistake?

The Dash

Another mark, occasionally used, looks like a long hyphen. It is called a DASH (—) and is used in several ways:

1. When part of a sentence explains another part; for example,

I am glad—I cannot tell you how glad I am.

It was a lovely place—the very loveliest place the child had ever seen.

2. When there is a sudden change of thought; for example,

You say that Kate did it—the very idea!

Our children are never in mischief—when they're asleep!

3. When words or letters are omitted; for example,

Mrs. B—— told the story to Mrs. C——.

Don't give baby any c—e or c—y.

VI

REVIEW

Put the proper marks in the sentences of the following story:

THE CHILDREN'S PETS

Eva Elizabeth Anne and Ben Baldwin lived in a suburb of Cincinnati Ohio they had many pets I will tell you some of the things that they did

The pets were George a gentle horse Sukey a Jersey cow Bess a Shetland pony Betsey a collie Spot a coach dog Spry a bright homely little Skye terrier Muffy a tortoise shell kitten Snowflake a white rabbit with pink eyes Beauty a sweet canary Speckle and Cackle two bantam hens

George and Snowflake were not very interesting

Sukey was so gentle that she let little Anne milk her Elizabeth put her arms around Sukeys neck one day and the cow stepped on Elizabeths foot

One day Sukey got so twisted up in her rope that she broke her tail the tail had to be amputated the poor cow suffered very much Anne and Ben spent many hours brushing away flies that annoyed her

Speckle and Cackle being bantam hens laid very small eggs which Anne liked to eat both hens crowed like young roosters what do you think happened one day Cackle crowed so hard that she fell off the fence and hurt herself so seriously that she had to be killed poor foolish little hen

Spot the coach dog was so very stupid that all he ever did was to follow the carriage and get lost again

and again one day he was lost and never returned

Betsey the collie loved the children dearly especially Anne when she was a baby her mother would put her on a shawl out in the yard and say Betsey watch the baby she knew that no harm would come to Anne if she left her with Betsey for an hour or two

Betsey had thirteen baby puppies that were born under the house near the kitchen door she always growled when strangers touched her babies but she let the Baldwin children play with them as much as they liked

One day a neighbors child snatched up a puppy and squeezed it Betsey snapped at the child though she didnt hurt him his father cruel man brought some poisoned meat to Betsey she died in dreadful agony leaving the poor little puppies motherless the children were heart broken

Muffy the tortoise shell kitten liked Spry the Skye terrier so much that she couldnt bear to have him out of her sight she used to eat out of his saucer she would take bits of meat away from him but he never even growled at her

She used to follow him about and play with the tassel at the end of his tail she would play also with his long silky ears sometimes her claws caught in the hair and she would hang about his neck and he would look greatly bored but he never bit her he would just lie down and seem to say oh if you wouldnt bother me so Id like you better

Spry loved Mrs Baldwin better than any one else in the world when a new baby Eleanor was born he

was so jealous that Mrs Baldwin dared not leave the baby alone in the room with him for fear he would do her harm

When summer came the family moved to another house then went North for a vacation before they moved they took Spry to some cousins who lived five miles away

Spry had always liked those cousins but that summer he wouldnt have anything to do with them he was so homesick that he walked all the way home when he found the house closed he went to a stable where an old colored man lived with his little dog Belle

Spry wouldnt eat and he didnt sleep very much he just lay still and acted as though he didnt care for anything and hadnt a friend in the world

Belle was sick with the mange and Spry took the disease too Belle recovered but Spry died

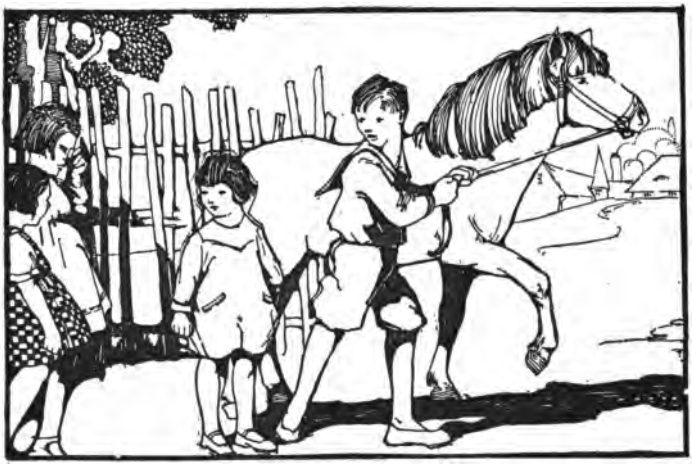
The colored man told Mrs Baldwin when she returned that he thought Spry died of a broken heart he said Missus 'peared like dat dog didnt want to get well 'peared like hed lost all his folks and his home and didnt want to live any longer

The Baldwins mourned for him very deeply

Beauty the canary was a great pet he was very tame when the children would put their fingers into his cage he would hop on them he would eat anything they held between their lips close to his cage sometimes they would say kiss me Beauty if they didnt have anything for him in their mouths he would give their lips a spiteful tweak instead of a kiss

They used to let him fly out of his cage round the room after they had carefully shut doors and windows he would fly to the mirror talk to the bird he saw in the glass fight with it and bring it food then he would pull pins out of the pincushion and eat beads from the top of the cushion

One night Eva who usually took excellent care of Beauty forgot to bring him into the house during the



night an owl alighted on his cage and tried to catch him he flew about the cage so rapidly that the naughty owl only pulled out some feathers Beauty lived to a good old age

Bess the pony was the dearest pet of all she belonged to Ben who rode on her when he was only four years old

Bess loved sugar and fruit she would walk in at the front door go through the hall to the doors leading to the dining room and pantry and neigh until some

one would give her a lump of sugar she couldn't turn around in that part of the hall so she would have to walk through the dining room into the kitchen and out the back door if she saw or smelled apples in the kitchen she would try to get them

In the pasture grew a peach tree she ate the peaches that fell on the ground one day a man climbed the tree to steal the delicious fruit Bess saw what he was doing and ran to the tree as fast as he shook the peaches down she ate them up and spit out the stones he didnt get a single peach arent you glad

Bess was sometimes naughty she used to run under the low branches of trees and brush the children off her back when she didnt wish them to ride her one day she dragged Elizabeth on the ground for a long distance over sticks and stones and the dusty road Elizabeth had one foot in a stirrup and couldnt get it out till some one caught the naughty pony

Bess used to puff herself out when the side-saddle was being put on then she would draw in her breath after one of the girls had mounted her and over the child would go sometimes she would fall off

One day Eva asked Elizabeth to take a note to a little friends house it was a hot day so Elizabeth decided to ride the pony Bess liked the cool pasture better than the hot dusty road so she puffed herself out put back her ears and behaved very badly they finally arrived at the girls home where Elizabeth delivered the note then Bess made up her mind she wouldnt go home for near the girl there lived a boy whom Bess liked he gave her sugar and apples when she went to his house with Ben Elizabeth didnt wish

to call on Harry but Bess did so she turned round and round in a circle till Elizabeth was so dizzy she fell off she was mortified because passersby laughed at her

The only way she could get the obstinate pony home was to walk backward in the middle of the road pulling her by the bridle Elizabeth was so hot tired dusty and cross when she returned that she wished she had walked both ways on the shady sidewalks

Write stories about your pets. Be very careful to punctuate the sentences correctly.

VII

A TRIP TO SENTENCE-LAND

Do let me take you by the hand
And lead you into Sentence-Land,—
A land with such strange sights to see
That you will journey joyfully.

At every entering road there'll be
A guard, a CAPITAL, and he
Will take you down each Sentence-Street.
You'll pause when you a COMMA (,) meet,

And COLON (:), SEMICOLON (;), too.
PARENTHESES ( ) come into view;
The twins, "QUOTATION MARKS," appear,
To frame the words you'll speak and hear.

Strange rows of hooks you'll see on high—
APOSTROPHES ('). On them you'll spy
People's possessions hanging, too,—
Miss them you can't, whate'er you do.

Next HYPHEN (-) comes to join the fun;
Takes dog and cart and makes them one.
Into a dog-cart then you hop;
You DASH (—), then come to sudden stop.

For PERIOD (.) round blockades the way.
"Forget me not," you hear him say;
"Be sure you stop when me you meet."
Next EXCLAMATION MARK (!) you greet.

"Pray, who are you? I long to know,"
You ask him, and he answers, "Ho!
Don't question me! My brother true,
Good QUESTION MARK (?), will answer you."

"Who are you all?" you, wondering, ask.
"We have a very arduous task;
To Sentence-Land the young we guide,—
To magic Book-Land, Land of Pride.

"We're PUNCTUATION MARKS, and we,
The BUSY ELEVEN, toil constantly
Up Learning's road; where, mountain-high,
Wisdom's abode towers toward the sky."

Commit the above stanzas to memory.